DOCUMENT RESUME

ED 106 560 CE 003 732

TITLE	Ohio Career Development Program Inservice Procedures Manual. Final Draft.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE	Oct 74
NOTE	108p.
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	*Career Education; Inservice Programs; *Inservice Teacher Education; Inservice Teaching; *Manuals; Program Administration; *Program Descriptions; *Program Planning; Questionnaires; Resource Guides; Retraining; State Programs; Teacher Education; Teacher Improvement; Teaching Procedures
IDENTIFIERS	*Ohio Career Development Program

ABSTRACT

The manual describes the Ohio career education inservice program which attempts to emphasize closer contact with the world of work, replacing traditional inservice program emphasis on developing teacher efficiency within the classroom. The diagnostic-prescriptive technique is incorporated into the manual. An introductory section presents an overview of the history and operation of Ohio career education efforts with special regard to the program's emphasis on inservice activities. An analysis of the integration of inservice education into career education describes the specially-developed inservice assessment instrument, its administration and scoring, and details the planning and implementation of an initial inservice activity for educators without previous exposure to the Ohio Career Development Program. Evaluation of inservice activities is discussed and a section on career education inservice development reviews Ohio's successful developmental practices its inservice career development programs. The compendium of inservice activities and outstanding career education practices also provides information regarding contact personnel and consultants. An examination of career education program developers alphabetically lists names, biographical information, and contact data for approximately 60 experts. A final section on career education inservice sites describes potential locations for inservice activities, discussing their advantages and disadvantages. (JR)

ED106560

State of Ohio
Department of Education
Division of Vocational Education
Career Development Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OHIO CAREER DEVELOPMENT PROGRAM
INSERVICE PROCEDURES MANUAL

Final Draft

EPDA Project #73071
October 1974

CE 003 732

THE OHIO CAREER DEVELOPMENT INSERVICE PROCEDURES MANUAL

Table of Contents

INTRODUCTION 1

THE OHIO CAREER DEVELOPMENT PROGRAM 3

THE HISTORY OF OHIO'S CAREER DEVELOPMENT PROGRAM . . . 3

ADMINISTRATION OF OHIO'S CAREER DEVELOPMENT PROGRAM. . 3

CAREER DEVELOPMENT PROGRAM SITES 3a

PROGRAM GOALS 4

THE ROLE OF EFFECTIVE PROFESSIONAL INSERVICE FOR CAREER EDUCATORS. 4

TRADITIONAL ROLE OF INSERVICE FOR EDUCATORS. 4

INSERVICE AS PROFESSIONAL CAREER EDUCATION FOR THE EDUCATOR 5

INSERVICE MANUAL ORGANIZATION AND FORMAT 6

DEFINITION AND RATIONALE FOR EACH OF THE FIVE SECTIONS. 6

SELF UTILIZATION DESIGN 7

MANUAL DISTRIBUTION AND REVISION 7

PART I - INITIATION OF EFFECTIVE INSERVICE FOR CAREER EDUCATION PROGRAMS

THE INSERVICE ASSESSMENT INSTRUMENT 9

DEVELOPMENT OF THE INSTRUMENT 9

PURPOSE OF THE INSTRUMENT. 9

APPROACH USED. 10

THE INSERVICE ASSESSMENT INSTRUMENT ADMINISTRATION PACKET . 10

COMMENTS TO THE DIRECTOR 10

SPECIFIC DIRECTIONS FOR ADMINISTRATION OF THE INSERVICE ASSESSMENT INSTRUMENT 10

OHIO CAREER DEVELOPMENT PROJECT/INSERVICE ASSESSMENT INSTRUMENT. 12

GUIDELINES FOR HAND-SCORING 16

INSERVICE ASSESSMENT INSTRUMENT SCORING SHEET 16

ITEM ANALYSIS AND SUGGESTED PRESCRIPTIONS 24

PRESCRIPTION FORM 41

PRESCRIPTIONS FOR ORGANIZING CAREER EDUCATION INSERVICE . . 42

STRATEGY PLAN 46

PLANNING THE INITIAL INSERVICE ACTIVITY FOR CAREER EDUCATORS 47

THE INSERVICE CONTINUUM 47

FIGURE 1 - INSERVICE CONTINUUM. 48

ORGANIZATIONAL DETAILS PLANNING CHART INSERVICE ADMINISTRATOR OR LEADER 49

THE LETTER OF INVITATION 50

THE PROGRAM GUIDE 51

THE INSERVICE SETTING 53

CRITICAL ELEMENTS OF THE FIRST CAREER EDUCATION INSERVICE ACTIVITY. 55

THE OHIO CAREER EDUCATION INSERVICE MATERIALS PACKET . 55

PART I-INITIATION OF EFFECTIVE INSERVICE FOR CAREER EDUCATION PROGRAMS (CONTINUED)

THE OHIO CAREER EDUCATION GLOSSARY 58

EVALUATION OF INSERVICE ACTIVITIES 70

EVALUATION FORMATS 71

EVALUATION RESULTS REPORTING METHODS 73

EVALUATION AS A CHANGE AGENT 73

PART II - CAREER EDUCATION INSERVICE DEVELOPMENT

THE SEVEN DEVELOPMENTAL AREAS OF OHIO CAREER DEVELOPMENT . . 75

ACTION LEARNING AS AN INSERVICE TECHNIQUE 75

THE THREE DOMAINS OF LEARNING IN EDUCATION 76

SPECIFIC CAREER EDUCATION DEVELOPMENTAL INSERVICE ACTIVITIES. 77

EXPERIENCING INDUSTRY FIRST HAND 77

THE UNIVERSITY AFFILIATED CAREER EDUCATION COURSE . . . 78

CAREER MOTIVATION SIMULATION WORKSHOP 78

CAREER MOTIVATION: THE DEVELOPMENT OF SELF 79

TEACHER AWARENESS - CAREER MOTIVATION 79

FIELD TRIAL - COMMUNITY RESOURCE UTILIZATION IN CAREER DEVELOPMENT 80

CAREER DEVELOPMENT IN MATHEMATICS: THE METRIC SYSTEM. . 80

CAREER EDUCATION AND TEACHER EFFECTIVENESS TRAINING. . . 81

EARLY EXPERIENCE AND TEACHER SEMINAR. 81

WHAT IS SELF 82

WHAT IS INDIVIDUAL AND HIS ENVIRONMENT 82

SIMULATED BUSINESS CORPORATION 83

PARENTS PARTNERSHIP PROGRAM. 83

SIMULATED MERCHANDISING PROGRAM FOR CAREER MOTIVATION TEACHERS. 84

COMMUNITY RELATIONS PROGRAM 84

PORTABLE CONFERENCE TELEPHONE TECHNIQUE 85

RETIRED SENIOR VOLUNTEER PROGRAM 85

DECISION MAKING IN AN EDUCATIONAL SETTING. 86

CAREER EXPLORATION INTERN PROGRAM. 86

THINK TANK SEMINAR 87

SIMULATIONS AND GAMES 87

PART III - CAREER EDUCATION PROGRAM DEVELOPERS

OHIO CAREER EDUCATION PROGRAM DEVELOPERS. 89

PART IV - THE CAREER EDUCATION INSERVICE SITE DIRECTORY

POTENTIAL CAREER EDUCATION INSERVICE SITES 97

THE SCHOOL SITE. 97

COMMERCIAL SITES 98

OTHER SITES 98

GUIDELINES FOR SITE SELECTION. 99

PART V - APPENDIX

OHIO CAREER EDUCATORS RESOURCE PAK

INTRODUCTION

Integrating the Ohio Career Development Concept into the curriculum prompted the need for effective inservice practices among participating school districts. The Ohio Career Development Concepts will become realistic only if participating educators are fully cognizant to these concepts and possess the knowledge and the skills to integrate them into their respective educational programs. This document is purposefully written to provide inservice techniques designed to provide understanding of the concept. The inservice practices shall create a means to serve teachers, administrators and counselors resulting in professional growth and educational change.

Under the auspices of funds secured through the Educational Personnel Development Act, the State Department of Education, Division of Vocational Education, Career Development Program launched an intensive program among its twenty-four pilot Career Education sites in Ohio during the 1973-1974 school year. Entitled The Inservice Process Reflection Project, the project's principle objective was to collect from Ohio's Career Education pilot sites successful inservice practices and record them for use by interested school districts in the form of an operational manual. The Inservice Process Reflection Steering Committee was comprised of five project site directors and two State Department of Education, Career Education Coordinators: Louis S. Cicek, Willoughby-Eastlake City Schools, Willoughby, Ohio; George Degenhart, Springfield City Schools, Springfield, Ohio; DeRoy Gorham, Lorain City Schools, Lorain, Ohio; Nicholas Topougis, Akron City Schools, Akron, Ohio; Michael Zockle, Warren City Schools, Warren, Ohio; Linda Keilholtz, Career Development Coordinator, State Department of Education, Columbus, Ohio and William Nemec, Career Development Coordinator, State Department of Education, Columbus, Ohio.

Consultation was secured from Anthony F. Gregorc, Assistant Dean, College of Education, University of Illinois regarding the Inservice Assessment Instrument; Joseph Quaranta, Professor of Education, Ohio State University regarding the Ohio Career Development Model; Jack Cochran, Associate Professor of Education, University of Akron and Robert DiGiulio, Associate Professor of Education, Youngstown State University regarding specific Inservice Practices.

The committee collected and reviewed relevant data from Career Education sites throughout Ohio. The committee conducted a series of workshops wherein the most outstanding practices were modeled. Upon successful implementation at these workshops, the practices were incorporated into this operations manual.

The manual has been organized so that veteran as well as new Career Educators can use it easily. The design of the manual has been predicated upon the diagnosis - prescriptive technique. Potential inservice candidates are first administered an instrument which yields information concerning vital data for the inservice program planner. The instrument and its evaluation kit

is included in the manual in Section II. During the 1973-74 school year, the instrument was field tested among 6000 Ohio teachers, it has been revised and organized so that Career Education Inservice Program Planners can utilize it effectively to obtain fundamental data concerning their respective potential inservice participant populations. Using the Inservice Assessment Instrument results as a guide, the new Career Education Inservice Program Planner can choose inservice activities from the second part of Section II, of the manual, while the veteran planner can select appropriate inservice programs or topics from Section III, which contains a compendium of programs and contact personnel in each of the seven developmental areas of the Ohio Career Development Program. Section IV lists outstanding Career Education consultants and Section V provides suggestions concerning inservice sites.

An appendix includes explanatory materials regarding the Ohio Career Development Concept which may be helpful to manual users in making presentations.

The manual has been placed in a loose leaf format in order to help assure prompt and efficient updating by the Ohio Career Education Inservice Steering Committee as necessary. It is hoped that through its continued use and revision, it will become a useful tool for all Career Educators.

The History of Ohio's Career Development Program

In the late 1960's the Ohio State Department of Education, and in particular the Division of Vocational Education, recognized the need of career education for the students of Ohio. The Division of Vocational Education took the initiative in gathering together funds and in stimulating local support for the design and implementation of career education projects.

After several years of exploring three kinds of career education projects - one for students in grades kindergarten through 6, one for junior high school students in grades 7 and 8, and one for high school students in grades 9 and 10 -- the Division decided to combine all projects in grades kindergarten through 10 under one umbrella called the Career Development Program. In the spring of 1972, thirty-nine school districts submitted proposals to the State for implementing articulated career development programs for grades K-10. The first year of the Ohio Career Development Program officially began when twenty districts were selected and started in September, 1972. For the 1972-73 school year these 20 programs involved 128,769 students K-10 which comprised approximately 6 percent of Ohio's public school student population. In September of 1973, the Ohio program was expanded to 24 school districts. For the 1974-75 school year these 24 programs involve 175,100 students which comprises approximately 10 percent of Ohio's public school student population.

Administration of Ohio's Career Development Program

The Ohio Career Development Program consists of thirty local school district sites, each of which is under the direction of a local Project Director (names, addressed etc., can be found in Part III of this Manual). The State of Ohio, Division of Vocational Education maintains a Career Development Program staff at the State Department of Education offices, Columbus, Ohio. Three state Career Education Coordinators are responsible for the overall organization and implementation of the Career Development Program throughout Ohio.

In addition to the state staff, a standing committee of eight project site directors from throughout Ohio comprise the Ohio Career Education Task Force. This Task Force consists of one chairman and one co-chairman for each of the State's four regions. The regions are noted on the following page (3a).

The Task Force Committee organizes sub-committees which deal with inservice, program support, program guidelines, curriculum development, and organizational patterns.

Each of the committees meets periodically and suggests improvements for the entire Ohio Career Development Program. The Inservice Committee meets frequently to review the Inservice Procedures Manual, update it, and maintain distribution of the two interested parties throughout the State of Ohio and elsewhere.

Program Goals

The goal of the Division of Vocational Education, Ohio State Department of Education is to provide a means of integration of the Career Development Concept into the curriculum affecting all of Ohio's 2 million students by 1983.

THE ROLE OF EFFECTIVE PROFESSIONAL INSERVICE FOR CAREER EDUCATORS

Traditional Role of Inservice for Educators

An overview of traditional inservice programs reveals a variety of activities have been conducted basically designed to acquaint teachers with current learning trends and teaching innovations which affect personal and student growth. These activities can generally be classified as either formal or informal, according to the degree of structure and direction involved.

Formal, organized practices include workshops, staff-faculty meetings, departmental meetings, administrative internships, consultation with recognized experts, teacher exchange programs, leave-taking, and involvement with professional associations such as the Ohio Educational Association or the American Vocational Association.

Of these activities, the workshop has, by far, become the most popular. This popularity stems from two reasons. The first of these is versatility. Workshops can be organized on a district, city, or countywide basis, thus providing for well-regulated programs involving a desired number of participants. Secondly, although its activities are organized and goal-directed, the workshop atmosphere is liberal, allowing for a greater amount of interaction and idea exchange among the participants.

Staff-faculty and departmental meetings, while confined to particular schools, serve to introduce new instructional methods and materials to teachers. Also, the departmental meeting permits intensive teacher exchange of ideas, techniques, and methods.

An organized administrative internship program introduces the individual teacher to supervisory and curriculum-planning affairs outside the realm of normal teaching duties. Similarly, the teacher who experiences a foreign setting through a teacher exchange program, broadens his total outlook through his gradual adjustment to that environment.

Finally, lectures and professional associations, utilizing a series of presentations or conferences, serve to disseminate knowledge of new methods and materials to educators and administrators.

Among traditional informal practices are travel, independent research, involvement in extracurricular activities, and enrollment in a continuing education program at a university level. In each of these areas, selection of subject matter, organization, and relevancy are contingent upon personal discretion and zeal. Certain conditions may be stipulated by school authorities and local tradition but, in general, teachers are free to devise and implement their own plans. Each inservice endeavor should become a genuine learning experience, providing insights which can be relayed to students.

In retrospect, the majority of traditional inservice practices are designed to develop teacher efficiency within the confines of the classroom situation. The potential of Career Education inservice is much broader than past traditional endeavors indicate. Since the Ohio Career Development Program relates the classroom pursuits directly to the World of Work. The confines of the classroom are no longer the boundaries for teacher inservice. Recognition of the surrounding world, its needs and demands, in which the student will someday be immersed, has provided the stimulus for concerted and innovative inservice practices. In fact, a matter of his/her own career education and merging that with the newest research in the areas of the World of Work. (If this does not happen we will only perpetuate old ways.)

Inservice as Professional Career Education for the Educator

In order to develop an understanding of the World of Work among teachers, the aforementioned traditional forms of inservice provide a sound foundation of approaches for the Career Educator. However, in order to create a clear and thorough understanding, the potential career educator must be aware that participation in Career Education inservice is, in fact, a matter of his own Career Education. Through participation as a professional, he is gaining a firmer identity of his own function, which in turn, yields the product of providing the same firmer identity for his students.

Inservice is a vital ingredient of Educator Career Education, however, as Harris and Bessent state, "The inservice education program is not only a tool of progress, it is also a symbol of faith of improvability in the individual. As such, it is especially unfortunate that these programs, in practice, often fail to live up to expectations."

Harris and Bessent continue to list the three areas which most often, according to their research, contribute to inservice failures. They are as follows.

"1. Failure to relate inservice program plans to genuine needs of staff participants.

2. Failure to select appropriate activities for implementing program plans.

---

[1]Ben M. Harris, Wailand Bessent, et al, Inservice Education: A Guide to Better Practice (Englewood Cliffs, New Jersey: Prentice-Hall), p. 4.

5

3. Failure to implement inservice program activities with sufficient staff and other resources to assure effectiveness."[2]

In an attempt to resolve the traditional failure encountered by inservice program planners, and in order to make inservice activities meaningful Career Education experiences for professional educators, the diagnostic - prescriptive technique was incorporated into the Inservice Prodedures Manual.

The development and inclusion of the Inservice Assessment Instrument as part II of the manual enables the Inservice Program Planner to arrange a program which meets the needs of his population based upon their Career needs and hopefully solve the first dilemma posed by Harris and Bessent. In doing so, the planner can ascertain the cumulative status of his district's educators and then select from the manual those activities which are applicable to his inservice candidates. As a result, the inservice activities can become an integral factor of the Career Education of each participant.

INSERVICE MANUAL ORGANIZATION AND FORMAT

Definition and Rationale for Each of the Manual's Five Sections

The Inservice Procedure Manual is divided into five major sections.

The first section, "The Ohio Career Development Program and Inservice," defines the history and operation of Ohio Career Education efforts. In addition, the program's strong emphasis on inservice as a means of change through effective inservice is reviewed.

Section two, "Initiation of Effective Inservice for Career Education Programs," describes the Inservice Assessment Instrument, its administration and scoring. Based upon the instrument, the section continues to detail the planning and implementation of an initial inservice activity for educators who have not had any previous exposure to the Ohio Career Development Program. All factors intrinsic to the planning and implementation of the first inservice activity are provided including methods of evaluation.

Section three, "Career Education Inservice Development," cites the five stages of Ohio Career Development and includes a compendium of inservice activities and outstanding Career Education practices which may become topics of inservice meetings. Each activity is described briefly and information regarding contact personnel and consultants is given.

---

[2]Harris, Bessent, et al., p.5.

This section will be continously expanded as new inservice activities are devised by Career Education pilot site personnel throughout Ohio. The section is designed to provide a broad selection of possible inservice programs particularly for the veteran Career Education Program Planner.

Section four, "Career Education Experts," alphabetically lists active Career Educators in Ohio and elsewhere who have demonstrated expertise in specific areas of Career Education. Each individual's area of expertise is noted, biographical data is provided, and contact information is given. The large number of consultants listed should enable the program planner to select a consultant who will be able to effectively assist the planner in realizing the goals of his inservice program.

Section five, "Career Education Inservice Sites," describes potential locations for Career Education inservice activities, their advantages and disadvantages.

An appendix is included which contains reference materials, transparancies, and other data which may be helpful to the local Career Education Director in making introductory presentations regarding the Ohio Career Development Program.

Self Utilization Design

Each section of the manual has been arranged to serve as a motivator for creative inservice and also provide the information, names of resource persons, and materials to implement effective inservice. The Inservice Assessment Instrument has been designed for administration and local evaluation. The results of the Assessment Instrument are inter-related to the remainder of the manual. Evaluation of the instrument's resulting data should serve as a guide for the Inservice Program Planner in choosing program activities, setting, and consultants.

Manual Distribution and Revision

The Ohio Career Development Inservice Procedures Manual is available to all Career Education pilot sites in Ohio and any other interested parties.

A standing committee, the Inservice Task Force Subcommittee, will periodically review the manual and revise it or add to it as they judge necessary.

PART I

INITIATION OF EFFECTIVE INSERVICE FOR CAREER EDUCATION PROGRAMS

THE INSERVICE ASSESSMENT INSTRUMENT

Development of the Instrument

In the summer of 1973, a model of organizing inservice activities through a diagnostic prescriptive procedure was devised under the auspices of the Inservice Steering Committee. The need for such a diagnostic tool grew out of concern that inservice programs tend often not to meet the expectations and needs of the participants. These failures occur despite the polling of participants as to the topics they wanted presented, changing environments of meetings and varying the modes of presentations. In most cases, there appeared to be little diagnosis of problems nor systematic prescriptive application by inservice program planners.

The authors of the instrument addressed this concern by first attempting to find variables which affect learning. They identified sixteen personality and situational variables. The variables were: age, sex, educational level, marital status, years of teaching experience, types of non-teaching experience, teaching assignment, residential background, best performance time-of-day, preferred roles played in groups, experiences in a particular subject area, areas of perceived expertise, meeting management preferences, preferred modes of learning, preferred relationship needs, and interest in affective and cognitive learning.

Each of these areas was researched through a review of literature. At the same time, a twenty-eight item Inservice Assessment Instrument was developed and field tested among 6000 Ohio educators. After one year of testing, the Inservice Assessment Instrument was modified to include only those factors, which at this time, could be translated into meaningful interpretations. The factors eliminated were age, sex, educational level and marital status. While these demographic factors are important for general knowledge, they did not provide clear directions for inservice. The revised Instrument reflects these changes in its present sixteen item design.

Purpose of the Instrument

The Inservice Assessment Instrument purports to gather information about the inservice participants before meetings or workshops are arranged. It has been designed to meet the needs particularly of Career Education inservice program planners.

Approach Used

Each question seeks to tap a particular variable from which a prescription can be drawn. This manual contains a scoring section and sample prescriptions. The instrument is to be hand scored and the local Career Education Inservice Planner can translate the results into prescriptions for his potential inservice population.

This instrument is not concerned with topics or themes. It is primarily aimed toward identifying the reference points of individual participants and their predispositions toward certain environmental conditions.

THE INSERVSICE ASSESSMENT INSTRUMENT ADMINISTRATION PACKET

Comments to the Director

In administering a self-report inventory such as the Inservice Assessment Instrument (IAI) it is imperative that the teachers, administrators, counselors, or parents feel that it is worth their time and effort to complete the instrument. They will be providing information about themselves which they may consider personal. They therefore must feel comfortable that the information will be used to their benefit and that they will also learn some things about themselves. Your personal preparation for introducing the Instrument must be carefully done in advance. Also answer any questions frankly and seriously.

The Inservice Assessment Instrument is not a disguised scale for measuring teaching competency. There are no right, wrong or preferred answers. The results are not to be used in a way which would be considered detrimental to anyone.

There is no actual time limit for completing the Instrument, however, most people finish it within ten minutes.

Specific Directions for Administration of the Inservice Assessment Instrument

A master copy of the Inservice Assessment Instrument is included in this manual following the specific directions for administering the Inservice Assessment Instrument. A local director may reproduce as many copies as needed for administration from the original.

Distribute the Inservice Assessment Instrument.

After the instrument has been distributed, you are ready to begin.

The following directions are provided as a suggested means of proceeding:

1. Place your name on the appropriate line - first name first.

   "The reason for having your name on the Instrument is to permit us to group people with similar learning styles and similar experience levels in career education curriculum."

2. Fill in the name of your school.

   "One means of grouping is by school unit."

3. Place a check on any line which is appropriate for your responses. Some items will require multiple answers. Some items might require a ranking (1,2,3). Please answer all questions.

4. You may begin.

Collect the Instruments.

OHIO CAREER DEVELOPMENT PROJECT

Inservice Assessment Instrument

Name _____

School _____

This instrument is designed to gather information which can be used to arrange quality inservice sessions for you. Please respond to each question by placing a check ( ) on the appropriate line(s).

---

1. Including this year, I have been an educator for:

_____(a) One year
_____(b) 2 - 5 years
_____(c) 6 - 10 years
_____(d) 11 - 15 years
_____(e) 16 - 20 years
_____(f) 21 years or more

2. I am currently teaching students in grades:

_____(a) Primary
_____(b) Intermediate
_____(c) 7 - 8
_____(d) 9 - 10
_____(e) 11 - 12
_____(f) Others

3. I have been employed outside of education in the areas of:

_____(a) Professional
_____(b) Managerial
_____(c) Supervisory
_____(d) Technical
_____(e) Sales
_____(f) Clerical
_____(g) Skilled Trade
_____(h) Semi-skilled Trade
_____(i) Unskilled Work
_____(j) Other (specify) _____

4. Most of my life I have lived in:

_____(a) a rural area
_____(b) a suburban area
_____(c) an urban area

5. I feel that I perform best in the: (indicate more than one if appropriate)

_____(a) Early, 8 - 10 o'clock
_____(b) Late morning, 10 - 12 o'clock
_____(c) Early afternoon, 12 - 2 o'clock
_____(d) Late afternoon, 2 - 4 o'clock
_____(e) Early evening, 4 - 6 o'clock
_____(f) Night, 6 - 9 o'clock
_____(g) No specific time

6. When involved in committee or group work, I usually find myself assuming the role as indicated below: (rank order your responses by placing (1) beside your most common role, (2) next common, etc.

_____(a) Leader
_____(b) Resource person
_____(c) General participant
_____(d) Critical reviewer
_____(e) Other (specify) _____

7. During the past year, I feel I have been:

_____(a) Deeply involved in the Career Education Program
_____(b) Moderately involved in the Career Education Program
_____(c) Occasionally involved in the Career Education Program
_____(d) Not involved in the Career Education Program

8. I have implemented Career Education in my classroom by: (choose those which apply)

_____(a) taking my class on field trips.
_____(b) presenting guest speakers from the World of Work to my class.
_____(c) incorporating Career Education objectives into my daily lesson plans.
_____(d) using commercial Career Education materials in my classroom
_____(e) integrating ideas from my school district's Career Education Curriculum Guide into my classroom activities.
_____(f) enabling my students to participate in on-the-job experiences.
_____(g) revising the subject matter I teach to demonstrate its relevance to specific career areas.
_____(h) encouraging my students to investigate their career interests with a Counselor or Career Education Coordinator.

9. I would most prefer to have assistance from the Career Education Specialist in the following manner: (state your first preference only)

_____(a) The specialist should have an open door policy and be available at my call.
_____(b) The specialist should be easily accessible and should visit my classes occasionally.
_____(c) The specialist should work continuously with me. We should be viewed as members of a team.
_____(d) The specialist should be easily accessible, visit my class occasionally and hold periodic inservice meetings.

10. With respect to inservice meetings, conferences or workshops, I prefer to: (indicate as many as are appropriate by using a check -✓)

_____(a) follow a well articulated agenda.
_____(b) follow a compact meeting schedule--very little open or free time between sessions.
_____(c) have opportunities for socializing.
_____(d) be paid at least for travel and food.
_____(e) dress casually.
_____(f) meet away from school.
_____(g) have attendance as optional.
_____(h) know the nature of the topic and activities in advance of the program.
_____(i) avoid overnight lodging even if it is paid.

11. I prefer to attend the inservice function: (indicate those which are appropriate by using a check)

_____(a) during school time with a substitute taking my classes.
_____(b) immediately after school.
_____(c) in the evening after dinner.
_____(d) on weekends.
_____(e) during school time with classes cancelled during the function.

12. I feel I can assume a major role in inservice activities in one or more of the following areas: (rank order, your <u>first and second choices only</u> by writing in 1 and 2)

_____(a) affective education
_____(b) cognitive education
_____(c) my content area
_____(d) administration or supervision
_____(e) guidance and counseling
_____(f) career education
_____(g) reading methods
_____(h) testing
_____(i) media methods
_____(j) education for mentally retarded
_____(k) other _____
(please indicate)

13. For me to gain further knowledge and understanding of Career Education, I would use the following approaches (rank order, <u>all six choices</u> by writing in 1,2,3, etc.)

_____(a) read books or articles on Career Education which are written in narrative form.
_____(b) listen to a recognized lecturer: listen to someone who has had experience in Career Education.
_____(c) find a group of people who are willing to share their vision and experiences with one another in an open discussion.
_____(d) read sources which give detailed steps of a how-to nature or give a clear outline of basic ideas with limited narrative.
_____(e) visit Career Education sites to view the projects in action.
_____(f) gather a few major ideas from any source and try to experiment with them in my classes to see what happens.

14. To help students to develop a sense of the World of Work my preferential approaches are to (rank order, all three by writing in 1,2,3)

_____(a) select ideas and present them to the students.
_____(b) encourage students to follow their own interests and inclination under my supervision.
_____(c) incorporate student ideas with my own feelings about what they should know.

15. I believe a teacher should focus on (indicate those which are appropriate by a check - ✓)

_____(a) what an individual learns
_____(b) how a child feels about wanting to learn
_____(c) how a child feels as he learns
_____(d) the intellectual processes used by a learner
_____(e) what a child feels after he has learned
_____(f) how a child interrelates with other people

16. If a career education committee were set up for steering a career education activity in my district, I would like to be on the committee:

_____(a) yes
_____(b) no

Guidelines for Hand-Scoring

The Inservice Assessment Instrument Scoring Sheet has been provided for responses to the Instrument. Utilize the tally method, that is, place slash marks on the scoring sheet lines as you read the results from the separate Instruments. The following is offered as a sample:

INSERVICE ASSESSMENT INSTRUMENT SCORING SHEET

1. Years in Education

		Totals
(a)	One year 11	2
(b)	2 - 5 years 111	3
(c)	6 - 10 years 11	2
(d)	11 - 15 years 11	2
(e)	16 - 20 years	0
(f)	21 years or more 1	1

Retain the Instruments to find the names of people to serve as leaders (items 6 and 12) for Steering Committee Membership (item 16) and for identifying names for grouping. The Instrument forms can supply names for any of your needs.

When you have completed the tallies, turn to sub-section VI: Item Analysis and Suggested Prescriptions, and to sub-section VII: Prescriptions for Organizing Your Meetings.

Check your tally figures against the suggestions in sub-section VI and write in proposed prescriptions in sub-section VII.

When this is completed, reflect upon the prescriptions and develop your strategies on the sub-section VIII forms.

As you will surmise, the prescriptions are limited at this time and therefore extrapolation must take place on your part. Further research and feedback from field-testing will increase the prescriptions and make them more definitive.

INSERVICE ASSESSMENT INSTRUMENT SCORING SHEET

1. Years in Education

	Totals
(a) One year	
(b) 2 - 5 years	
(c) 6 - 10 years	
(d) 11 - 15 years	
(e) 16 - 20 years	
(f) 21 years or more	

2. Teaching Assignment

	Totals
(a) Primary	
(b) Intermediate	
(c) 7 - 8	
(d) 9 - 10	
(e) 11 - 12	
(f) Others	

17

3. Employment Experience Outside of Education

	Totals
(a) Professional	
(b) Managerial	
(c) Supervisory	
(d) Technical	
(e) Sales	
(f) Clerical	
(g) Skilled Trade	
(h) Semi-skilled Trade	
(i) Unskilled Work	
(j) Other (specify)	

4. Current Residence

	Totals
(a) a rural area	
(b) a suburban area	
(c) an urban area	

5. Best Performance Time

	Totals
(a) Early morning, 8 - 10 o'clock	
(b) Late morning, 10 - 12 o'clock	
(c) Early afternoon, 12 - 2 o'clock	

	Totals
(d) Late afternoon, 2 - 4 o'clock	
(e) Early evening, 4 - 6 o'clock	
(f) Night, 6 - 9 o'clock	
(g) No specific time	

6. Preferred Roles

	Totals
(a) Leader	
(b) Resource person	
(c) General participant	
(d) Critical reviewer	
(e) Other (specify)	

7. Involvement in Career Education

	Totals
(a) Deeply involved in the Career Education Program	
(b) Moderately involved in the Career Education Program	
(c) Occasionally involved in the Career Education Program	
(d) Not involved in the Career Education Program	

8. Classroom Activities Used

	Totals
(a) taking my class on field trips.	
(b) presenting guest speakers from the World of Work to my class.	
(c) incorporating Career Education objectives into my daily lesson plan.	
(d) using commercial Career Education materials in my classroom.	
(e) integrating ideas from my school district's Career Education Curriculum Guide into my classroom activities.	
(f) enabling my students to participate in on-the-job experiences.	
(g) revising the subject matter I teach to demonstrate its relevance to specific career areas.	
(h) encouraging my students to investigate their career interests with a Counselor or Career Education Coordinator.	

9. Projected Role for Coordinator

	Totals
(a) The specialist should have an open door policy and be available at my call.	
(b) The specialist should be easily accessible and should visit my classes occasionally.	
(c) The specialist should work continuously with me. We should be viewed as members of a team.	
(d) The specialist should be easily accessible, visit my class occasionally and hold periodic inservice meetings.	

10. Miscellaneous Preferences

	Totals
(a) follow a well articulated agenda.	
(b) follow a compact meeting schedule--very little open or free time between sessions.	
(c) have opportunities for socializing.	
(d) be paid at least for travel and food.	
(e) dress casually.	
(f) meet away from school.	
(g) have attendance as optional.	
(h) know the nature of the topic and activities in advance of the program.	
(i) avoid overnight lodging even it it is paid.	

11. Convenient Times for Meetings.

	Totals
(a) during school time with a substitute taking my classes.	
(b) immediately after school.	
(c) in the evening after dinner.	
(d) on weekends.	
(e) during school time with classes cancelled during the function.	

12. Major Roles Willing to Assume

	Totals
(a) affective education	
(b) cognitive education	
(c) my content area	
(d) administration or supervision	
(e) guidance and counseling	
(f) career education	
(g) reading methods	
(h) testing	
(i) media methods	
(j) education for mentally retarded	
(k) other _____ (please indicate)	

13. Preferred Means of Learning

	Totals
(a) read books or articles on Career Education which are written in narrative form.	
(b) listen to a recognized lecturer: listen to someone who has had experience in Career Education	
(c) find a group of people who are willing to share their vision and experiences with one another in an open discussion	
(d) read sources which give detailed steps of a how-to nature or give a clear outline of basic ideas with limited narrative.	

22

	Totals
(e) visit Career Education sites to view the projects in action.	
(f) gather a few major ideas from any source and try to experiment with them in my classes to see what happens.	

14. Approach to Teaching

	Totals
(a) select ideas and present them to the students	
(b) encourage students to follow their own interests and inclination under my supervision	
(c) incorporate student ideas with my own feelings about what they should know.	

15. Focus of Teaching

	Totals
(a) what an individual learns	
(b) how a child feels about wanting to learn	
(c) how a child feels as he learns	
(d) the intellectual processes used by a learner	
(e) what a child feels after he has learned	
(f) how a child interrelates with other people	

16. Steering Committee Membership

(a) Yes	
(b) No	

ITEM ANALYSIS AND SUGGESTED PRESCRIPTIONS

This section of the manual provides you with information about each item, its purpose for inclusion in the instrument, and some selected prescriptive possibilities which can be utilized. The prescriptions come from research and actual field-tested activities. Though limited at this time, they will be broadened as the use of the instrument occurs and feedback is received.

Item Analysis and Suggested Prescriptions

Item 1: Years in Education

Purpose:

This item can give cues to willingness to change. In general, teacher growth and openness is most pronounced between 2 to 10 years of service. First year teachers are often concerned with survival and are closed. More experienced teachers may be set in their teaching styles and may be reluctant to trade their tested approaches for new ones.

Prescriptive Possibilities:

Work with the change-oriented teachers first. Don't try to convert at the outset or expect too much from the neophyte. Also, remember that there are many exceptions to the experience rule, i.e., some highly experienced people are open while some with youth are hopelessly closed.

People who are growing are open to new concepts. Be certain to provide definitions and clear concepts on what Career Education includes.

For the less experienced teachers, offer specific curricular activity suggestions. Don't anticipate that they will know how to integrate Career Education ideas into their teaching.

Item 2: Teaching Assignment

Purpose:

This item provides information for grouping purposes and some cues to teaching disposition.

Prescriptive Possibilities:

In general grouping by the sub-items, i.e., primary, intermediate, etc., works for sharing specific ideas, conversely, groups should be balanced if broad K-10 concepts are to be discussed. Rosters of names can be derived by checking the Instruments.

With respect to teaching disposition, elementary teachers tend to be more child-centered than secondary school teachers. In-service activities should reflect these differences.

Item 3: Employment Outside of Education

Purpose:

This item provides two basic sets of data: Information about the groups hands-on experiences in the World of Work, and a source of names of faculty who can serve as resource people when various areas of work are discussed.

Prescriptive Possibilities:

When setting up discussion groups, balance them in terms of types of prior work experience, i.e., see that each group has people with professional, managerial, no experience, etc. Also, identify some staff members as in-house resource people who could speak with teachers and students.

Item 4: Residence

Purpose:

This item can provide information about the group's knowledge of a broad range of job opportunities and cues as to its conservatism in regard to some values.

Prescriptive Possibilities:

If rural area scores are high, employ conservative consultants to share information about city and suburban possibilities.

If suburban area scores are high, secure consultants to talk about rural and city jobs and concerns.

If urban scores are high, obtain consultants to talk about rural and suburban job possibilities.

If scores are reasonably balanced, have group members share their experiences with one another.

Item 5: Best Performance Time

Purpose:

We have biological time clocks within us which results in peaks and valleys in our physical efficiency in the afternoon or evening. Knowledge of when people perform best can result in meetings being arranged at times when group members are most alert and receptive.

Prescriptive Possibilities:

Check the tallies to determine the times most people identified as their peak times. Schedule the meetings then if possible. Two hours at peak time can be measurably more effective than longer periods of exposure at poor times.

Item 6: Preferred Roles

Purpose:

People play different roles in groups. Their roles vary dependent upon the nature and purpose of the group. This question asks a person to identify the role he usually plays.

Knowledge of preferred roles can permit the development of group rosters with balanced roles. Leaders can also be identified to lead the groups. Such balancing can reduce the chances of a non-productive group forming.

Prescriptive Possibilities:

Check your tallies for 1's and 2's. Compile a list of names with their first choices and scatter them among groups. Contact a "leader" and tell him that he is in charge and that the group is "balanced."

Item 7: Involvement in Career Education

Purpose:

This item provides information as to the feelings of involvement individuals have had in Career Education. Four levels are identified; however, three have consequence. People with much experience are turned-off by basic information. Conversely, people with limited or no experience do not want theory.

Prescriptive Possibilities:

If a person is deeply involved, his inservice experiences should be broad and conceptually based. If a person is moderately involved or occasionally involved, his experiences should be balanced between some concepts and some how-to basic techniques. If a person has no involvement, he will have to be "sold" on the merits of Career Education and given basic how-to information and techniques. Select speakers, consultants and activities carefully.

Item 8: Classroom Activities

Purpose:

The eight classroom activities listed in the question represent the most common forms of Career Education implementation. Knowledge of the extent of their use can guide the workshop experiences. Also, names of individuals who can speak to a given approach can be taken from the Instrument.

Prescriptive Possibilities:

Check the tallies. If some forms of implementation have been used by most teachers, schedule inservice sessions which expose them to other forms of implementation.

Also, groups can be arranged to have people share their approaches to a particular form. For example, form a group of people who have all used field trips. Ask them to share their experiences.

Item 9: Role for Coordinator

Purpose:

People vary in their willingness and ability to work together. This item provides knowledge about the preferred relationships of individual members to Career Education Coordinators.

Prescriptive Possibilities:

A person who chooses "a" prefers a stand-off position on an "I'll call you, don't call me." He would prefer that you publicize your work and set up a library of materials, but stay out of his way.

A person selecting "b" is willing to open his door to coordinators on occasion. He will work Career Education into curricula if possible. He will want to know what is available and will ask the coordinator to work with or teach his class.

A "c" selection will be made by a person who is comfortable working in concert with a coordinator. He will remain the teacher but will share with and learn from the coordinator. A team approach will emerge with a partnership formed.

A "d" response is similar to the "b" with the addition of a willingness to go to inservice specialized meetings.

Check the tallies of the staff and anticipate these kinds of relationships. Establish close ties with the "c" respondents and reasonable ties with "b" and "d". Their name can be taken from the instruments. "a" respondents will tax your patience and seem aloof. Keep them apprised of your activities and what you can offer them.

Item 10: Miscellaneous Preferences

Purpose:

The Instrument identifies nine of the most common complaints cited by inservice participants. Information from this item should help produce a program which meets the technical demands of most of the participants.

Prescriptive Possibilities:

Check the tallies and set up your program in concert with the predominate requests. At your first meeting be certain to inform your audience why the program was arranged as it was. They will appreciate that you used the information they provided.

Item 11: Convenient Time for Meetings

Purpose:

People occasionally view inservice activities as an intrusion on their personal or professional time. To reduce the feelings of being imposed upon, this item seeks to identify the preferred meeting time.

Prescriptive Possibilities:

Check tallies and schedule where most preferences are indicated.

Item 12: Major Roles Able to be Assumed

Purpose:

This item can provide a roster of in-house speakers.

Prescriptive Possibilities:

Make a list of people who identify specialties. Ask them to speak to various groups or serve as one-to-one consultants within a building or district. Also, share a list of your top people with other Directors. Teachers would appreciate a consultant fee and the recognition afforded by a neighboring school system.

Item 13: Means of Learning

Purpose:

We learn through four primary modes: direct experience, discussion and reflection, abstract conceptualization, and trial and error. Some of us prefer one mode to another and therefore "tune-out" other ways of learning. This item seeks to identify preferred learning modes to permit programs to be arranged.

Prescriptive Possibilities:

Look for 1's and 2's for each item. These indicate high preferences for the approach in the statement, e.g., reading or listening. Look for a predominance of 5's and 6's. Avoid these least-preferred approaches in your early sessions. Offer a variety of approaches in your sessions but anticipate that some people will turn off.

When you set up meetings, describe the mode of learning to be employed by the leaders of the sessions.

Item 14: Teachers Preferred Approach

Purpose:

This item provides some insight into the teaching style of individuals. Initial inservice activities should be aimed at helping them work with their present style.

Prescriptive Possibilities:

People who select "a" tend to prefer to assume the traditional role of teachers. Inservice should help them gain knowledge.

People who select "b" tend to encourage their students to explore. These people will need alternative techniques on promoting independent work and ideas on places to go.

People who select "c" tend to work cooperatively with children in determining curricula. They will need both "a" and "b" approaches.

Separate inservice sessions may be arranged for these people.

Item 15: Affective-Cognitive Experiences

Purpose:

Some people are concerned with affective learning while others are not. And some people are concerned with cognitive learning while others are not. Knowledge of interests can help determine inservice experiences which would be well received or rejected.

Prescriptive Possibilities:

Items "a" and "d" are cognitively oriented. The remaining are affective. If the affective sub-items are not selected, do not introduce major sessions on value clarification, sensitivity training, etc., until later. If affective meetings are arranged, be certain to tell the audience that they were set up because of the responses to the Instrument.

Item 16: District Steering Committee

Purpose:

This item will provide a list of potential committee members to help advise Career Education activities. It may also provide a cue as to present interest in Career Education.

Prescriptive Possibilities:

A low percentage of "yes" responses may indicate some withheld enthusiasiam for Career Education. Inservice activities may have to be introduced slowly. Possibly one-to-one meetings should be held prior to a large group meeting. This would permit you to get at feelings and explain Career Education to each individual.

A roster of yes-response people should be generated to provide the nucleus of a group to plan activities. These people can serve you as a steering committee and sounding board.

SECTION VII: PRESCRIPTION FORM

The Prescription Form which follows is designed to permit viewing prescriptions in a composite form. The sixteen variables break into three divisions, namely, those which provide guidance for organizing your meetings, for utilizing present staff, and for designing inservice activities.

To use the form, check the tallies and refer to the Item Analysis and Suggested Prescription section. Write the tentative prescriptions on the form. When finished filling in all the prescriptions, reflect on the division and write the composite strategy for each division on the Strategy Plan Page.

PRESCRIPTIONS FOR ORGANIZING CAREER EDUCATION INSERVICE

Date _____ Group _____

Prescriptions for Organizing Your Meetings

Variable	Prescriptions (write in)
Item 1: Years in Education	
Item 5: Best Performance Time	
Item 10: Miscellaneous Preferences	
Item 11: Convenient Times for Meetings	
Item 16: District Steering Committee	

Prescriptions for Utilization of Present Staff

Variable | Prescriptions (write in)

Item 3: Employment Experience

Item 4: Current Residence

Item 6: Preferred Roles

Names of,

Leaders | Resource People | Participant | Critical Reviewer

Item 12: Major Roles Able to be Assumed

Names:

Affective Education | Cognitive Education | Content Area

Administration and Supervision | Guidance and Counseling

Career Education

Reading Methods Testing

Media Methods

Education of Mentally Retarded

Prescriptions for Inservice Activities

Variable	Prescriptions (write in)
Item 7: Involvement in Career Education	
Item 8: Classroom Activities	
Item 9: Role for Coordinator	
Item 14: Teachers Preferred Approach	

Item 15: Affective/Cognitive Experience

SECTION VIII: STRATEGY PLAN

List below the techniques you will use.

Organization of Meetings

Utilization of Present Staff

Designing of Inservice Activities

PLANNING THE INITIAL INSERVICE ACTIVITY FOR CAREER EDUCATORS

For most people, the first impressions are an important ones. With this fact in mind, the inservice program planner must take special care to prepare and implement the Career Education Inservice activity carefully in order to create the most favorable impression among the participants. The first half of this section described the method of administration and scoring of the Inservice Assessment Instrument. Upon completion of this task, the program planner possesses the information which suggests the appropriate grouping, setting, time, and consultation necessary to accommodate the inservice candidates and realize the objectives set for the inservice activity.

In order to organize the Career Education Inservice Activity and establish a uniform sequence of the tasks involved, this portion of the manual details an implementation design.

In order to deal with the details of the inservice activity, this portion of the manual contains suggestions in each of the foregoing areas. The program planner should take special care to keep in mind the results of the Inservice Assessment Instrument when reviewing suggestions provided here so that the resulting inservice activity will reflect the results obtained and meet the needs of his respective population.

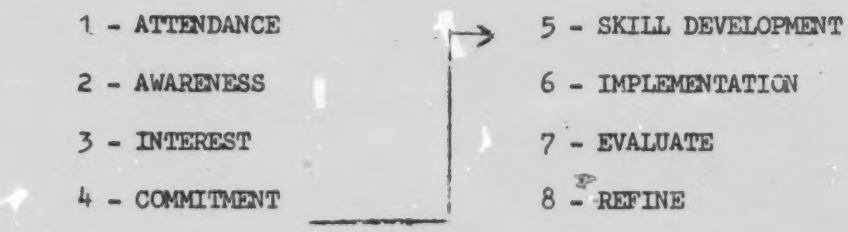
THE INSERVICE CONTINUUM

The overview of traditional inservice programs reveals that most of the activities have been conducted and basically designed to acquaint teachers with current learning trends and teaching innovations which affect personal and student growth. On an Inservice Continuum we would have to conclude that most of our techniques have been limited to developing an awareness of new knowledge. It is difficult to find school districts that have effectively developed professional growth programs. The partial or whole day program for the entire staff remains the dominant example of an inservice program.

The Inservice Continuum, however, leads from attending activities to effective program implementation. Thus, we need to examine both "why" we have inservice and "how" our program is structured. To have all staff attend a program only because it was scheduled to meet legal requirements is as absurd as teaching all of our students the same reading assignment. Individualizing inservice training is as essential today as individualizing instruction for students.

FIGURE 1

INSERVICE CONTINUUM



Effective inservice education should produce teacher behavior that improves the school program and the education of students. A review of possible inservice techniques reveals that the dominant practice of all day-all staff meeting is an ineffective means of achieving the objectives of skill development or implementation since not all staff are ready to participate at the same time and because mass meetings are poorly suited to hands-on or individualized instruction. Thus, the dominant practice can produce only a low level of interest or commitment in a concept. As one moves to the right on the continuum from stages 1, 2, or 3, the experiences must be more highly structured and individualized.

In order to assist the Inservice Administrator or leader, the following page lists chronologically specific details with which the inservice organizer should be concerned. During any Inservice Conference, one individual should be assigned the task of examining total responsibility for the details of the inservice function. These elements have been listed in sequential order and should serve as a check-off list for the Inservice Administrator.

ORGANIZATIONAL DETAILS PLANNING CHART
INSERVICE ADMINISTRATOR OR LEADER

- 1 -
INSERVICE ADMINISTRATOR AND ANALYSIS

- 2 -
PROGRAM PREPARATION

MATERIAL PREPARATION

SITE ARRANGEMENT

- 3 -
PARTICIPANTS PREPARATION

- 4 -
CONFERENCE

- 5 -
CONFERENCE EVALUATION AND FOLLOW-UP

- 1 -

Plan conference program.
Identify program participants.
Identify conference coordinator.
Identify group leaders.
Identify participants.
Select location.
Contact program participants.
Notify group leaders.
Register all conference participants by mail.
Determine seating style needed for each session in program.
Set up meeting room schedules according to program.
Arrange for any breaks during meeting (cookies, coffee, etc.)
See that all speakers have reservations.

- 3 -

Designate individuals to be assigned groups, if applicable.
Brief recorders for discussion groups or sessions and chairman.

- 4 -

Set up registration desk.
Register conference participants and hand out conference materials.
Have extra copies of program available for participants who may lose them.
Check out PA system for proper functioning prior to each session.
See that coffee or refreshments are served at proper intervals.

- 2 -

Design program booklet cover.
Type final copy for program.
Print program booklet.
Design name tags.
Check on supply of badge holders for name tags and order if needed.
Print name tags.
Print registration card.
For meal functions, decide on menu.
Obtain, if possible, presentation or remarks of speakers prior to conference.
Type name tags for individuals.
Gather materials for use in conference packet (include typing mats and duplicating
Type program participants list.
Type evaluation forms if needed.
Assemble conference packet materials.
Gather materials necessary for registration (pens, pencils, tape, stapler, etc.)
Pack up tape recorder and necessary tapes and typewriter if applicable.

(- 4 - continued)

Be available to assist in any problem areas that may result.
Arrange for equipment needs.
Type copy for discussion reports.
Have designated person pick up evaluation form returns, if applicable.
Pack all materials to return to office.
Check out equipment.

- 5 -

Have any tapes transcribed that were used during the conference.
Letter to all program participants.
Type copy for discussion reports.
Prepare final list of registrants.
Analyze results of conference as indicated by evaluation form responses and compute indications and type summary.
Prepare financial report.

The Letter of Invitation

After reviewing the Inservice Assessment Instrument and selecting a compatible group of educators, a letter of invitation should be prepared by the program planner. Generally, four specific pieces of information should be included in the letter:

(1) the purpose of the inservice activity
(2) the time, place, and duration of activity
(3) the reason that the addressee was selected to attend
(4) what specific contribution, if any, the participant will be expected to make.

The Letter of Invitation should be signed by the Superintendent of Schools. This is particularly important in terms of a school district's initial Career Education inservice endeavor, since the superintendent's support of the program becomes evident to the potential participant.

In order to enable the inservice candidate ample time to include the inservice session in his schedule, the letter of invitation should be presented to him at least four weeks in advance of the activity. A deadline for replying to the invitation should be indicated in the letter. Care should be taken by the program planner to have a number of available alternates for the inservice meeting who also represent compatible candidates.

Be certain to avoid impromptu invitations which are either given verbally or passed on through an intermediary. Another detrimental circumstance results when a potential participant is invited to an inservice activity on short notice. Such an invitation usually carries with it the connotation of poor planning. Careful planning, on the other hand, combined with exacting detail during this initial contact with the prospective participant demonstrates the importance and vital nature of the program. Attention to these details will in turn be reflected in the attitudes of the inservice audience.

The Program Guide

The program is to be planned so as to permit reaction time for the participants and also social interaction among them. Frequently, inexperienced program planners will attempt to concentrate as much presentation time as possible into a minimum amount of time. The results are often disasterous. Long periods of dry lecture combined with an uncomfortable environment will not only disenchant your participants with Career Education, but also with inservice activities of any kind in the future. Therefore, a careful review of the Inservice Assessment Instrument at this time is necessary. Note specifically if your participants prefer evening, after school, or weekend meetings. Perhaps they would rather have a series of short sessions as opposed to a single extended session. Determine these facts as soon as possible, and let them govern your decisions regarding the time, place and duration of your inservice effort.

The next most important element of planning is the actual physical design of your program booklet. Too often, inservice planners wait until the last moment to organize their program and print it. In this case, the program booklet becomes an afterthought instead of a basic guide to the participants. A last minute hastily prepared program will result in participants finding themselves in the wrong place at the wrong time. If this becomes the case, the participants will manifest other symptoms of confusion, such as tardiness, a lack of understanding of the purpose of the session, and general irritation.

In preparing a program for the inservice meeting, a good rule to remember is that of the vital five W's of the newspaperman. The who, what, when, where and why of each session of the meeting should be included in the program. An easy and readable format for the program is as follows:

8:00 A.M. to 9:00 A.M.	Registration of Participants	Main Lobby
9:00 A.M. to 9:30 A.M.	"A Definition of the Ohio Career Education Program," Dr. Byrl Shoemaker, Director, Division of Vocational Education, Columbus, Ohio	Blue Room
9:30 A.M. to 10:00 A.M.	Intermission	

Note that in the foregoing example, each of the necessary elements is included. The participant can look at the program and determine the time of the presentation, the purpose, the name of the speaker, who he is, where he is from, what his credentials are and where the program is to be conducted. The time of registration and the place is clearly defined, in addition, the participants are given the duration of the talk and also the time that an intermission will be provided.

The inclusion of information, such as convenience breaks, is important. When reviewing the program, the participant can anticipate and plan his day. Instead of wondering as to when the presentation will end, when a break will be given, and what comes next, he can instead concentrate on the presentation with all of the schedule data readily provided.

Educators attending an inservice activity usually feel more comfortable if they are given the names of others involved in the meeting. If possible, an alphabetized list of those attending the activity should be included as part of the program booklet. If the school district is exceptionally large, an additional line denoting the school, grade level, or job title can be provided. In doing so, the program planner prompts participant interaction and assists the individual in attendance in recalling old acquaintances and fellow professionals.

The program booklet also has the potential to serve as a resource materials guide. Included in the Appendix to this manual are several publications which define various aspects of the Ohio Career Development Program. In addition to this, a complete Glossary of key terms used in the Ohio Program is included later in this section of the manual. Portions of those resources may be reproduced and included in the program booklet for use by the participants. In doing so, the program planner enables the participant to review key concepts as often as required and also retain the program booklet for future reference.

The program booklet may be included with the Letter of Invitation. Individuals who are to attend a workshop and are aware of the specifics of schedule, purpose, subject matter and consultants well in advance, frequently will come to the activity much better prepared. They will key in on conversations, read material, and often discuss the topics relevant

at the workshop. Another advantage in early distribution of the program is the assurance that is given to the potential participant. He is certain of where he is going, why, and of course, the program is in itself evidence of the careful program preparation and serves as a tangible sign of that to the participant. If resource material is included in the program booklet, it can be reviewed previous to the inservice activity.

The Inservice Setting

The inservice setting can be most efficiently chosen through careful review of the Inservice Assessment Instrument. Careful review of such items as will assist the program planner in determining the time and place for inservice. Each school district has at its disposal many different types of environments for inservice meetings. Many of the possibilities for locations are reviewed in Section V, Part I of this manual. Review of this section will enable the program planner to select a location which is readily available to him and also will meet the needs of his population.

The selection of a consultant or a series of consultants must be done with care and also with the knowledge provided by the Inservice Assessment Instrument. Review carefully, items #7 and 8. For instance, if your potential population possesses very limited knowledge regarding Career Education, then a consultant from a school district who has had experience in Career Education will be most helpful. If the population has some limited experience in Career Education, for instance, in one or two isolated experiences, an overview in order to establish long range goals and objectives will be of value.

Section IV of this manual provides a directory of available Ohio Career Education consultants. Each consultant's area of expertise is given. The directory has been compiled with the assistance of members of the Ohio Career Education Development Program. Each of the consultants has engaged in consulting work with one or more Career Education inservice pilot sites in Ohio and has been rated "excellent" by the participants and program planners.

In choosing a consultant, substantial advance notice is usually necessary. Consultant fees usually range from $75.00 to $100.00 per day in addition to travel expenses and lodging, if that is necessary. Upon selecting a consultant and receiving a confirmation, it is the program planner's responsibility to provide him as much information as possible so that he will be able to target his talk to the needs of the participants in a manner which will be advantageous to them. Here again, the Assessment Instrument is of great value. Review item #13 which indicates whether your population prefers to listen to a talk, read materials, or participate in group discussions. A letter sent to the consultant a few weeks in advance of his appearance detailing this information concerning his audience and general results from the Inservice Assessment Instrument will be helpful to him. In doing so, the consultant can tailor his presentation to the audience's preference.

Be certain to keep in mind that effective inservice depends on numerous factors. The Inservice Assessment Instrument attempts to reveal many of the factors and preferences present among the participants in your audience. However, there may be local factors that are unique to your school district and these should be known and taken into consideration. As the initiator of inservice for a new program, one that is longitudinal in concept in effecting teacher change, the program planner should investigate closely those factors which have made past inservice in the school district either successful or contributed to difficulty. Through talking with teachers, counselors, and administrators, candid opinions can be secured. Take these into consideration and try not to breach any tradition that has been established and regarded as fundamental to a successful activity.

Some pitfalls which frequently occur include the following.

*Long drawn out lectures that fail to hold participant attention.

*Lack of relevance to the topic at hand by the consulting expert. Be certain that you are fully aware of the type presentation your consultant is accustomed to. If it is inappropriate for your population, seek another.

*Lack of involvement of participants. Provide periods of time for questions, small group discussion, and contributions from your participants. Each of them is an educator, and many will have meaningful and pertinent contributions. If there is strong evidence that your group prefers small group discussions as a learning method on the Inservice Assessment Instrument, then provide more time for it.

*Poor leadership modeling by program organizers. As program coordinator set an example for your participants along with your staff. Be punctual, be involved, and attempt to become acquainted with as many participants as possible.

*Lack of understanding by the consulting expert as to the educational, environmental, social and cultural background of the group. The group's values and moral perspectives are also important.

Evaluation of your first inservice activity is an essential. Evaluation will enable you or your staff to determine if you have been successful in your inservice effort. It also will enable you to determine if you have accomplished the goals you set for your workshop and should serve as the basis to each. An examination of the method follows at the conclusion of this section.

CRITICAL ELEMENTS OF THE FIRST CAREER EDUCATION INSERVICE ACTIVITY

The Ohio Career Development Program is the result of extensive research efforts which have been conducted at various universities, colleges, and school district pilot sites. Through systematic review and revision of inservice methods, descriptive materials, and the Ohio Career Development Model itself, a library of resource materials is available to the Career Education practitioner for use at initial and subsequent inservice activities. These materials have been included in the Appendix to this manual. A description of each of the items follows in addition to details concerning the procurement of other audio-visual materials such as films, curriculum guides, and other printed material.

The Ohio Career Education Inservice Materials Packet

The Ohio Career Education Inservice Materials Packet is included in the Appendix to this manual. The packet contains five transparancies, a sample discriptive brochure regarding the Ohio Career Development Program, a copy of the current Career Education Proposal Guidelines.

Each transparancy is numbered and titled. They can be used individually or as a composite to define the Ohio Career Development Program to large audiences with the assistance of an overhead projector. Generally, they have been well received by educator, parent, and community groups who are being exposed to the program for the first time. Use of the transparancies at the opening of the first inservice activity is an essential. Copies of them can be made for distribution to inservice groups for continued reference. A suggested monologue to accompany each transparancy follows.

Transparancy #1 - The Ohio Career Development Arrow

Transparancy #2 - Definition of the Ohio Career Development Program

Transparancy #3 - The Seven Developmental Areas of the Ohio Career Development Program

Transparancy #4 - K - 6 in Action

Transparancy #5 - 7 - 8 in Action

Transparancy #6 - 9 - 10 in Action

Transparancy #7 - The Fifteen Occupational Clusters

Transparancy #8 - A Cubistic View of Ohio Career Development

Transparancy #9 - Theoretical Framework for Program Development and Evaluation

Additional copies of the Ohio Career Development Descriptive Brochure or the Proposal Submission Guidelines can be secured by contacting the State Department of Education, Career Development Program, Columbus, Ohio 43215.

Ohio has developed three motion picture films which explain thoroughly the Career Development Program. During the initial Career Education inservice activity it is suggested that the appropriate film be used for the purpose of definition. Once again, it is important to determine the participants' interest area through analyzing the Assessment Instrument results.

Titles, prices, delivery information, and other details concerning these films are as follows.

	List Price Per Print	Ohio Discount Less 20% per Print
"School Report" for grades K-6 -- 12½ minutes running time	$41.00	$32.75
"Approaches to Orientation" for grades 7-8 -- 9½ minutes running time	30.00	23.90
"Career Exploration" for grades 9-10 -- 11 minutes running time	35.00	28.40

Please specify on purchase order 16mm color release print (film title); with reel and pliomagic shipper.

There is a $2.00 shipping charge per print, a possible special rate if all three prints are ordered together.

Order from:

Trade and Industrial Education
Instructional Materials Laboratory
The Ohio State University
112 Townshend Hall
1885 Neil Avenue
Columbus, Ohio 43210

Attention: Tom Hindes, Consultant

Each of three levels of the Ohio Career Development Program has available a curriculum guide for teacher, counselor and administrative use. The guides contain suggested Career Education activities at the Career Motivation, Career Orientation, and Career Exploration levels. The guide provides an excellent definition of its respective program. The introduction to each guide contains an excellent overview of the Ohio Career Development Program at its subject level. Inservice program planners who anticipate curriculum development inservice programs should utilize the manual extensively. An exemplary lesson plan format in addition to numerous field tested activities are included for instructional and imitative purposes. Ordering procedure for the manuals is as follows.

- Career Motivation Manual

  Career Orientation Manual

  Career Exploration Manual

Manuals may be ordered from: Trade and Industrial Education
Instructional Materials Laboratory
The Ohio State University
112 Townshend Hall
1885 Neil Avenue
Columbus, Ohio 43210

Attention: Tom Hindes, Consultant

THE OHIO CAREER EDUCATION GLOSSARY

The purpose of this glossary is to provide educators, responsible for preservice and inservice education related to career education, with a concise and comprehensive dictionary of concepts and terms which reflect and serve the purposes of the Ohio Career Development Program.

The concepts, terms and definitions in this dictionary indicates the current level of conceptualization and implementation of the Ohio Career Development Program. It must be recognized that due to the rapid development of career education, the terms and definitions will need frequent updating and refining.

AFFECTIVE DOMAIN

That domain dealing with feelings, valuing as characterized by the description of the following variables:

1. Receiving--the learner is aware of or is passivlly attending to certain phenomena and stimuli (i.e., listening).

2. Responding--the learner complies to given expectations by attending or reacting to certain stimuli or phenomena (i.e., interests).

3. Valuing--the learner displays behavior consistent with a single belief or attitude in situations where he is not forced to comply or obey (i.e., internal commitment consistent with external behavior).

4. Organization--the learner is committed to a set of values as displayed by his behavior (i.e., successful internalization of values).

5. Characterization--the total behavior of the learner is consistent with the values he has internalized (i.e., philosophy of life--totally behaving as you believe).

BEHAVIORAL OBJECTIVES

Clearly indicates what the student who has achieved the objective will be able to do. In addition, the objective specifies in measurable terms the conditions under which the student is expected to perform and the extent or degree of excellence associated with mastery or achievement (See Appendix D).

CAREER DEVELOPMENT

A lifelong process which involves a series of experiences, decisions, and interactions, and which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

CAREER DEVELOPMENT ACTIVITIES

Planned, curriculum based experiences which provide for the student's career development. They are dictated by developmental and behavioral objectives and comprise the student's learning situation.

CAREER EDUCATION

A comprehensive educational program designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school and community and reaches from preschool through adulthood.

CAREER EXPLORATION

The 9-10 component of the Ohio Career Development Program which provides all students with the opportunity to gain first hand experiences with several career opportunities consistent with individual interests and abilities.

CAREER EXPLORATION (GRADES 9 - 10)

The Career Exploration phase of the developmental continuum builds upon the attitudes and knowledge about work emphasized in the motivation and orientation programs. Again, in relation to the school program, the goal is to provide all students with the opportunity to examine and gain first-hand experiences with several career clusters consistent with his individual interests and abilities. These experiences can take place in in-school laboratories, area vocational centers, business, industrial, professional and other community facilities. These "in-depth" experiences will assist students in choosing appropriate curriculum for grades 11 and 12. This curriculum will be chosen based on whether the student wants (1) intensive job preparation to be used immediately upon high school graduation, (2) preparation for post-secondary education and training other than a four-year (or longer) period of study in college.

CAREER GUIDANCE

The utilization of techniques including individual, group counseling and a variety of media for the dissemination of occupational information and modifications of existing curriculum to meet student needs. Career guidance assists the student in career planning and decision making; enables the student to view life styles and personal satisfactions, and investigates education, work and leisure alternatives.

CAREER IDENTITY

Integration of perceptions of self with meaningful career choice.

CAREER MOTIVATION

The K-6 component of the Ohio Career Development Program which provides activities infused into the instructional program to develop a positive attitude toward the world of work, inspire respect for all work and workers and create a desire to become part of the world of work.

CAREER MOTIVATION (KINDERGARTEN - GRADE 6)

The goals of this phase of the developmental continuum are to help children develop an awareness of themselves, the world of work, and their place in the world of work; to help students develop an appreciation for all work; and, to help students develop motivation to be a part of the world of work. The K-6 Career Motivation Program is based on the belief that every healthy individual is at work at something. Work, at this level, is defined as accepting responsibilities which require that tasks be or in school. Thus, the Career Motivation Program has special meaning for the child in his development as a person. Through its framework, students are afforded opportunities to develop a sense of personal industry, as opposed to developing a sense of inferiority; and, through these experiences, they, hopefully, begin to sense the power of their will and their own efforts as individuals.

CAREER ORIENTATION

The 7-8 component of the Ohio Career Development Program which provides all students the opportunity to become aware of the many occupations

open to those who prepare for them. Through such activities, each related to subject matter areas, students will be exposed to the wide variety of occupations as identified in the fifteen U.S.O.E. job clusters.

CAREER ORIENTATION (GRADES 7-8)

This stage builds upon career motivation and, again unifies and focuses school curriculum around a career development theme. The goal of this stage is to help students develop an understanding and attitude about jobs, self and society. Through various types of in-school and community-based involvement, students look at the nature of jobs, educational requirements for jobs and the labor market projections for future employment. Through a large number of such experiences, each related to school subjects as well as to career clusters (see Appendix A), students begin to evaluate their own interests, abilities, values, and needs in light of the career areas they investigate.

COGNITIVE DOMAIN

That domain dealing with recall and recognition of facts as they pertain to the following six variables:

1. Knowledge--involves the recognition and recall of facts and specifics.

2. Comprehension--the learner interprets, translates, summarizes, or paraphrases given material.

3. Application--involves the use of material in a situation which is different from that situation in which it was originally learned.

4. Analysis--involves separating a complex whole into its parts until the relationship among the elements is made clear.

5. Synthesis--involves combining elements to form a new original entity.

6. Evaluation--involves acts of decision-making, judging, or selecting, based on a given set of criteria. (These criteria may be objective or subjective.)

CONCEPTUAL FRAMEWORK PARAMETERS

The essential components for guiding the implementation of career development programs into educational programs. The Conceptual Framework Parameters for Ohio Career Education Program Development (See Appendix C) serves as a broad set of guidelines for program development.

DEVELOPMENTAL AREAS OF CAREER DEVELOPMENT

In Ohio, Career Development is not taught as a separate subject. It is integrated within all curriculum areas and involves more than just learning about jobs. Therefore, the following seven developmental areas or elements have been identified in the Ohio Career Development Program.

(1) Self
(2) Individual and Environment
(3) World of Work
(4) Economics
(5) Education and Training
(6) Employability and Work Adjustment
(7) Career Decision Making

Each element represents a complex area where career education learning can and should occur. They present one coherent, logical method of directing career education into manageable parts (See Appendix B).

The following is a description of the goals of the seven developmental areas:

Self

This component is designed to help the student develop knowledge about himself; knowledge pertaining to his attitudes, feelings, perceptions and evaluation of himself. The Self component involves the student in a planned and sequential process of self-assessment and self-evaluation of his interests, aptitudes, achievements and values. Some of the activities associated with this component are group and individual counseling, test interpretation, group guidance procedures and the use of such guidance techniques as role playing, open-ended discussions and self-reports. As the student comes to realize who he is and what he is like, he will be better able to establish relevant personal, social and career goals consistent with his own unique value system.

Individual and Environment

This component is designed to develop an understanding of the individual in relation to his environment. It provides the student with insights into: why people work, how environments keep people producing, the relationship between the individual and work and between the environment and work, how people use and modify environments and their resources. The Individual and Environment component helps the student understand his role in the home, school, community and work. The major goal is to understand the role each person plays and how he plays that role.

World of Work

The World of Work component includes content related to the nature of work, the scope and nature of occupations, methods of studying and classifying occupations and perceptions related to work values. The goal of this element is to expand the student's awareness about work, careers, associated life styles, rewards, leisure time, working conditions, and the education and training requirements of some careers. In this area, the student is assisted in understanding the broad range of careers which are available as they serve him, the community, or society at large. Particular consideration is given to new and emerging occupations. He is also assisted in learning what is involved in the development, growth, behavior, training and rewards of persons engaged

in specific occupations. From this broad understanding of the world of work, the student is motivated to participate in his current world of work and to gradually engage in active career exploration and preparation which leads to the selection of an appropriate role or roles within the world of work.

Economics

The goal of the Economics component is to assist the student in developing an understanding of the economic process. This process involves employing human and non-human resources to produce goods and services to meet human needs. This component emphasizes both the earning of income as a worker and the disposition of income (saving, spending, money management) as a consumer. To be successfully involved in our economic system as a wage-earner, the student must understand the knowledge of salary ranges, the costs and benefits of future education or training, the influences of supply and demand on the job market and an understanding of how productivity and income growth causes changes in employment.

Education and Training

The Education and Training component is designed to assist the student to develop an awareness of the relationship between education and training and the life roles assumed by himself and others. From this basic educational awareness, the student continues to develop and refine a thorough understanding of the part education and training plays in relationship to the present world of work and the changing world of work in which he will assume a more complete productive participation. The student will also come to recognize the need for specific education and training for specific career roles. The student is exposed to all forms of education and training, including but not limited to: on-the-job training, high school vocational programs, colleges, community colleges technical schools and apprenticeship schools.

Through developing an understanding of the relationship between education and training and life roles, the student is able to combine knowledge of himself as a participant in education and training, his learning style, pace capabilities and capacities, and the ability to select and evaluate educational avenues for the development of his career plans.

Employability and Work Adjustment

This component is designed to help students develop those patterns of behavior necessary to enter, maintain and to progress in a career. This component can be divided into the following six skill subtopics:

-interpersonal relationship skills needed to function in a job,

-adaptability skills needed to adjust to changing jobs and job requirements,

-basic educational skills including reading, writing and arithmetic,

-job skills to perform entry level tasks, to grow with the job and to make transfers to other job areas, if necessary,

-job seeking skills to attain employment commensurate with abilities and training,

-industrial discipline on the job, attitudes and work habits needed to retain and progress in an occupational area.

Career Decision Making

Career Decision Making is, in reality, not a separate component, but a process that encompasses all of the developmental areas. The goal of this component is to assist the student in developing increasing skill and experience in the rational process of decision making, practice making decisions and come to accept the responsibility for the outcomes of his decisions.

In order to make a wise career choice, the goals of the student must be defined and possible alternate solutions considered. After collecting relevant information and examining the consequences of the alternatives, the goals and alternatives should be re-evaluated. The results can then be generalized to meet new problems and/or situations.

DEVELOPMENTAL OBJECTIVES

The broad, generally stated, overall objectives for the individuals in the program. They are not intended to be measurable, but only to give direction to the scope, sequence and level of the program.

EXPERIENTIAL LEARNING

Experiential learning is the process through which knowledge is gained as a result of the performance of formal job activities in a controlled situation. The practical employment of stored information and partially developed skills increases student efficiency and awareness. It also provides for new and valuable insights into the interdependent relationship existing between academic subject matter and situations encountered in the world of work. Once involved in a job setting, the student must cope with stress while working toward the achievement of a desired goal. Efforts to comply with job specifications result in the careful selection of the most effective and expedient methods to be utilized. The results of this selection and testing of skills provide a framework to which the individual can refer in similar, future work experiences. Experiential learning differs from vicarious and simulated learning in that it necessitates the direct application of all sensory, psychomotor, and learned skills in a real-life situation where the student is responsible for the consequences and the tangible end-products of his labor.

GOAL

An end toward which educational effort is directed. In the Ohio Career Development Program the general goals under consideration are Educational Goals, Career Goals and Personal-Social Goals, with specific emphasis focused on Career Development.

GUIDANCE PROGRAM

A coherent system of coordinated guidance services which provide a developmental continuum from grades K-12 to facilitate a student's educational, personal and career development.

INDIVIDUAL DEVELOPMENT

A major conceptual parameter of a total Career Development Program consisting of those developmental objectives, behavioral objectives, and activities designed to act upon the developmental needs of the individual.

INTEGRATION

The process of fusing current discipline goals and content with career development goals and content to deliver a comprehensive career development program.

LEISURE

Freedom from required effort. It may be filled with activity which has its reward in the doing rather than in the end product. Leisure is non-employed activity and is often called play. It is frequently associated with the terms "amusement" and "recreation."

LEVELS OF ACTIVITIES

Classification of activities by three main levels -- Vicarious, Simulated, and Experiential. Each level provides a higher degree of reality testing than the previous.

Experiential

Work/Task Experiences - Group and Independent
Guided/Directed Activities
Use of Learning/Task/Job Tools
Work Setting Observations
Projects
Field Trips

Simulated

Simulated Work Environment

- Interest Centers
- Class Library
- Art/Crafts Corner
- Workbench
- Math/Reading Centers
- Storage Areas
- Exploration/Observation Centers
- Sandtables
- Water Play Areas
- Schoolgrounds

Simulated Work Situations

- Gaming
- Role Playing
- Dramatization
- Pantomime
- Rhythms
- Puppetry
- Individual Skill Activities
- Planning/Discussion Groups

Computer Based Activities

Interviews with Experts

Application, Testing Activities

Experiments	Inventions
Puzzles	Constructions
Projects	Problem-Solving Activities

Vicarious

Audio Visual Aids

Films, Filmstrips, Loopfilms	Television, Radio
Slides	Bulletin Boards
Cameras, Photographs	Chalkboards
Study Prints, Pictures	Flannelboards
Cartoons	Dioramas, Murals
Tapes	Exhibits, Displays
Transparencies	Collections, Hobbies
Artifacts/Regalia	Mobiles
Models, Reproductions	Recordings

Publications

Books	Diaries, Scrapbooks
Posters	Brochures, Monographs
Newspapers	Magazines, Journals
Charts, Diagrams, Graphs	Telephone Directory

LEVELS OF DEVELOPMENTAL OBJECTIVES

Developmental objectives are written at three levels: knowing, accepting, and affirming. These three levels correspond to the levels of awareness, appriciation and motivation, or cognitive, affective and psychomotor. These levels represent a sequence by which a person becomes aware of himself or his environment, internalizes and acts out what he learns.

OCCUPATION

The principal means by which individuals perform in one's life work.

OHIO'S CAREER DEVELOPMENT CONTINUUM

Career Education is a comprehensive educational program designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school and community and reaches from preschool through adulthood.

The entire career education concept is based upon the theory that vocational maturity can develop at the same time as, and in ways similar to, the development of each student's self-concept. Because these simultaneous patterns of development consist of a broadening awareness of self and the world of work, the Ohio

Department of Education depicts the process of career education as being of linear design. The graphic representation, shown in Figure I, is presented to aid school personnel in undertaking this approach. The reverse side of Figure I defines Career Education as it is being developed in Ohio and contains a simplified description of the phases which comprise a total career development program.

OHIO'S K-10 CAREER DEVELOPMENT PROGRAM

The OHIO CAREER DEVELOPMENT PROGRAM is that part of the total Career Continuum Program designated K-10, including Career Motivation from K-6, Career Orientation from 7-8, and Career Exploration from 9-10. These programs prepare the student to make choices for vocational or pre-professional preparation in grades 11-12.

A description of the major objectives and activities that occur at each of the three components of the Career Development Program follows:

OUTCOMES

These represent the far-reaching goals of the program and are described in two dimensions -- Optimum Individual Outcomes and Optimum Program Outcomes. These outcomes differ from evaluation outcomes which are interspersed throughout the program.

PROGRAM DEVELOPMENT

A major conceptual parameter of a total Career Development Program consisting of those program objectives, strategies and activities which specify what the program will provide to intervene or act upon the developmental needs of the individual.

PROGRAM OBJECTIVES

Those objectives which specify actual program components, resources, learning activities and personnel considered essential to the attainment of individual program objectives.

PROGRAM STRATEGIES

Those methods of instruction and teaching skills that have been identified as necessary to successfully teach career development activities and implement career development programs.

PSYCHOMOTOR DOMAIN

That domain dealing with manipulation and performing of observable skills to a degree or proficiency as characterized by the description of the following five variables:

1. Perception - involves the sensory reception of stimuli, e.g., hearing sounds and words, seeing forms and actions, touching or feeling texture, tasting, smelling. Tends to build sensory awareness.

2. Imitation - duplicating an action or behavior in response to perceived stimuli. The individual can display the sensory and motor actions required to repeat an act. Tends to build skill conformity.

3. Manipulation -- using sensory and motor actions to respond in an analogous or similar situation in which it was imitated. Shows coordination of sensory and action skills. Tends to build skill recognition.

4. Performance - the individual functions or operates independently of manipulation. Applies sensory and motor skills as a matter of habit or matter of intent. The individual can function in a variety of situations dissimilar to those of manipulation. Tends to build skill independence.

5. Perfection - the individual exhibits a high degree of sensory and motor skill, expertise, sensitivity, and artistry in his performance. Tends to exhibit high level capabilities.

RATIONALE

The belief systems upon which an educational program is based. It is the broadest guideline for program development and provides the theoretical base upon which goals, objectives and activities can be developed.

SIMULATED LEARNING

In simulated learning, the student is introduced to certain activities, situations, and environments which provide opportunities for investigation, and testing of problems in human relations. Encounters with realistic facsimiles of future-life situations prompt the student to consciously or subconsciously assume a role. Learning results from direct personal participation, whether in the form of interaction or observation. Through participation, knowledge and understanding of the social, environmental, and cultural forces that shape individual and group behavior is gained. Simulation activities related to the world of work encourage early career selection and skill devaelopment on the part of the student. Simulated learning differs from vicarious learning in that sensory, analytical, and motor skills are involved in an active, judicial employment of experiential and factual knowledge in experimental and exploratory circumstances.

TASKS

A logically related set of actions required for the completion of a job objective.

TAXONOMIES OF BEHAVIOR

Refers to the cognitive, affective and psychomotor domains, each of which has a hierarchy of variables from simple to complex.

VICARIOUS LEARNING

Vicarious learning involves the visual and/or auditory experience of all supplementary educative materials and media encountered by the student in academic and domestic situations. In this case, learning is represented by the retention of information inferred through direct sensory encounter of a particular medium such as slides, films, newspapers, journals, etc. Since there is very little coercion involved in vicarious learning, the available materials should be novel and stimulating, evoking a curiosity which promotes self-discovery. Ideally designed materials and media will induce analytical thinking and assimilation of presented facts and concepts. Accordingly, the teacher's role must shift from that of an "information giver" to a guide who encourages and directs the student in the self-discovery process. Vicarious learning differs from most other types of learning in that the student remains a passive yet receptive agent in the information-gathering process.

WORK

To perform or carry through a meaningful task with responsibility to a satisfactory completion.

EVALUATION OF INSERVICE ACTIVITIES

Inservice program planners frequently neglect to realize that one of the most vital factors in improving inservice activities can be obtained through concise evaluation of the participants' reactions to a specific meeting. The Inservice Assessment Instrument should assist the program planner in preparing an Inservice activity which will meet the needs of the participants. In providing an evaluation upon the completion of the activity, the program planner can also determine the accuracy of the prescription he obtained from the Inservice Assessment Instrument and also acquire more accurate skills in its administration for future population.

There are numerous elements which are intrinsic to Inservice activities. Each of these elements should be included in an item of the Inservice Evaluation.

Topics for specific participant reaction are as follows:

1. Agenda organization - was the agenda prepared in such a way that the needs of the participants, as reflected on the results of the Inservice Assessment Instrument, were met?

2. Consultant selection - was the consultant appropriate and did the inservice population react to him favorably? Was the consultant's presentation style conducive to the learning styles of the participants as inventoried by the inservice assessment instrument?

3. Facilities - were the facilities appropriate for the types of activities that were conducted?

4. Participation of inservice candidates - were the activities that were conducted planned in such a way to meet the needs of the participants as determined by the inservice assessment instrument?

5. Achievement of objectives - did the program meet the objectives originally determined by the program planner or the program planning committee?

The preceding five topical areas represent those elements which are common to most inservice activities. However, there may be other specific items in the evaluation which are vital to specific types of inservice. For instance, if an inservice activity was conducted in order to present methods of values clarification for Career Education activities, the program planner may wish to determine if the nature of the activities was comfortable or threatening to the participants. Inclusion of such an item will enable the planner to temper his approach during the next meeting, or perhaps select a different consultant.

Another item which may be included can determine whether or not the individual participant has felt that the inservice act was professionally meaningful to him. Such an item will also assist the program planner in corroborating the results which were obtained from the inservice assessment instrument.

Evaluation Formats

Evaluation forms should be prepared before the commencement of an inservice act. The three basic types of evaluation formats are the objective form, the subjective form, and the closure form, which is a modification of the subjective form. Each form has its individual application. Selection of the proper form for your inservice act depends on such variables as group size, anticipated evaluation results and time for scoring.

The objective evaluation is the easiest to design in terms of item preparation and analysis. The objective evaluation enables the participant to respond to a specific item by simply answering yes, no, or don't know to the question. An example of an objective item for the topical area of agenda organization is:

> Was adequate time provided for interaction by you with other group members? yes no don't know

In this case, the inservice participant is given instructions to circle his response. The inservice program planner in evaluating the results can simply tally the number of affirmative, negative and indifferent replies. A percentage factor can then be determined for each response, and modes can be determined.

This type of evaluation is most convenient when large numbers of educators are convened for an inservice act. The time required for administration of the evaluation instrument is minimal, since the participant merely has to circle the responses. Also, tabulation of results can be achieved very quickly by a secretary or clerk and interpretation is not required. Usually, such an evaluation can be completed at the conclusion of an inservice act and the results obtained within a day or two.

A more detailed evaluation is the subjective form. In this case, the participant is asked a question which he answers by writing a sentence or more in reply. In constructing an inquiry item which would encourage the individual participant to react with a comprehensive subject reply, the evaluator must be careful not to phrase his question so that a single word affirmative or negative response can be given.

Referring once again to the element of inservice agenda organization, the following item reflects construction which should draw from the participant more than a simple affirmative or negative response.

How often did you interact with other inservice participants?

As you may note, this question is phrased in such a way the participant must react in greater detail than he would if the question were phrased in the objective style. Time should be taken by the evaluator to prepare such items if the subjective style is chosen for the inservice evaluation.

The subjective style evaluation requires much more time for analysis, since each response must be read carefully and included in a compendium for that specific item. There are numerous circumstances which usually prolong this type of analysis. Poor handwriting, excessively lengthy replies to a specific item, and irrelevant replies may result. Therefore, the evaluator must be skilled in determining the results for each item and frequently a certain amount of interpretive talent is required so that general trends can be reflected in the item analysis compendium. Usually the evaluator may draw general inferences from the responses to a particular item. For instance, in reference to agenda organization, he may state on the evaluation results that most participants felt they had opportunities to interact with other members of the inservice population. Corroborating the results of the evaluation with the prescription obtained from the inservice assessment instrument, once again, is an important determinate in validating the instrument's application to your group.

A modified form of the subjective evaluation is the closure evaluation format. In this instance, the evaluator merely suggests the topic to the participant, and the participant is free to respond in any way which he feels is appropriate. Once again, citing the topical area of the organization the closure item may read:

The program was organized in such a way that . . . .

In the foregoing case, each participant may react differently. However, trends can easily be recognized by the program planner upon analyzing each item. This type of evaluation is particularly useful with groups that have had previous inservice experiences and also with small groups. It is very important that the topical area only be suggested, and that adequate space be given so that the participant may respond freely to the item.

The results of such an evaluation can reflect general trends very easily. If most of the participants feel that the program was well organized because it met their needs and they grew professionally, the results of the item analysis may read, "most of the participants felt the program was arranged in such a way that they were allowed to interact with others and learn from one another."

Evaluation Results Reporting Methods

Frequently program planners who conduct evaluations neglect to carry out the most important part of the evaluation, that is reporting the results promptly to those who attended. In doing so, the program planner may subject himself to open criticism, but on the other hand he will indicate to his inservice participants and other prospective candidates that he is concerned about the effectiveness of his programs and is attempting to use the evaluation as a change agent. Another important aspect of reporting the evaluation results is the credence that is established by the evaluation procedure. In obtaining prompt results of an evaluation, the participant realizes that his criticisms and comments are important, and are being taken into consideration in terms of preparing future inservice activities.

Generally the results of an objective evaluation can be reported to the inservice population and other interested persons very easily through utilizing the original evaluation form and merely filling in the percentages for each possibility. An example of such a reporting form is as follows:

Was adequate time provided for interaction by you with other group members?	yes	no	don't know
	58%	32%	10%

Upon reviewing this evaluation report, an individual can easily see that the majority of participants did feel adequate time was provided for group interaction.

The subjective evaluation requires a more detailed response. Generally a summary of the responses to each item is given following each entry. At the conclusion of the summary a conclusive statement is made regarding the results that were obtained. The same procedure is followed in the closure evaluation reporting format.

Evaluation as a Change Agent

The program planner can effectively utilize inservice evaluations as tangible evidence of success or failure. The evaluation can also be used as a change agent. This manual provides a diagnostic tool for those program planners who are dealing with an inservice population that is entirely new to the concept of career education. Just as the instrument can be used as a guide for preparing the first inservice activity for a specific population, the evaluation can be used as a guide for change and innovation. Once the evaluations have been instituted by the program planner, they should continue to be used at the conclusion of each inservice activity. Inservice participants will participate more intensely in an inservice act if they are aware that their reactions are being evaluated and serve as an impetus for future inservice design.

PART II

CAREER EDUCATION INSERVICE DEVELOPMENT

The Seven Developmental Areas of Ohio Career Development

The Ohio Career Development Program espouses the fundamental concepts that Career Education is a lifelong, ongoing process. The seven developmental areas which are intrinsic to the program prevade the life experiences of any and all individuals. Therefore, the areas of self, individual and environment, world of work, economics, education and training, employability and career decision-making remain valid in application to any population.

In preparing the inservice procedures manual, the steering committee has included a series of successful inservice practices and outstanding program practices which have been found to be relevant to the development of all local career education sites. These inservice and program practices have been collected from all of the pilot sites which participate in the Ohio Career Development Program. They represent successful endeavors which have been conducted among educators in each of the developmental areas of the Ohio program.

The previous section of this manual provided suggestions for the local career education director who is planning an initial inservice effort for a given population. This section, on the other hand, deals with successful developmental practices which have been found to be successful. The section is arranged in such a way so that the title of the program, component, developmental area, client, and level are all indicated. In addition, a brief description of the program is given, and the name of the initiating school district and key individuals involved are noted.

The design of this section has been prompted by the needs which have become evident among Ohio Career Educators. Administration of the inservice assessment instrument to a veteran population may indicate that additional inservice activities are required in certain developmental areas. The catalog of potential inservice activities and outstanding program practices which may become the topic of inservice activities are contained in this section of the manual so that the astute program planner may readily apply his diagnosis and select appropriate inservice activities.

Action Learning as an Inservice Technique

Action learning is learning by doing, which oftentimes is equated with experiential learning, in that knowledge is gained as a result of performance of activities in a controlled situation. Career Education in Ohio is predicated on action learning. Therefore, this premise extends to the inservice candidate as well as the student, for in attending inservice the educator is enhancing his own professional skills. In securing new knowledge in an action learning setting, the process should be worthy of imitation in the classroom if it is successful. A review of the suggested programs suggested in this section will indicate that the action learning concept in intrinsic to each of them.

The Three Domains of Learning In Education

The Ohio Career Development Program consists of three fundamental domains of learning: the affective domain, the cognitive domain and the psychomotor domain. Each domain represents a contingent of the learning process which is vital to the comprehensive vehicle of education. The programs listed in this section of the manual represent a balance among pursuit in each of these domains. Through accurate administration of the inservice assessment instrument the domains in which a specific inservice population is deficient can be determined and an appropriate developmental inservice program can be selected from this section in order to enhance the skills of the given group in the deficient domain.

Specific Career Education Developmental Inservice Activities

EXPERIENCING INDUSTRY FIRST HAND

COMPONENT: Career Exploration

DEVELOPMENTAL AREA: World of Work
Education & Training
Employability and
Work Adjustment

LEVEL: Real

CLIENT: Educational Staff

DESCRIPTION:

This program is designed for teachers who lack experience in industry or business. Under the direction of a university consultant, the inservice candidate actually works on the job with members of a specific industry or business. Time is provided for reaction to the experience, analysis of job skills, and interaction with other program participants under the auspices of a college instructor.

For more information:

Michael Zockle, Career Education Coordinator, Warren City Schools, Warren, Ohio or -

Dr. Robert DiGuilleo, Associate Professor of Education, Youngstown State University, Youngstown, Ohio

77

THE UNIVERSITY AFFILIATED CAREER EDUCATION COURSE

COMPONENT: Career Motivation, Orientation or Exploration

DEVELOPMENTAL AREA: All Areas

LEVEL: Vicarious

CLIENT: Educational Staff

DESCRIPTION:

Through direct affiliation with a local university or college, the Career Education Director or inservice program planner can secure college credit for potential inservice candidates. A sequential series of classes as mandated by the university is organized and taught in the traditional classroom environment. Results from the inservice assessment instrument may indicate that a potential inservice population prefers such an inservice activity. The content of the course may entail introductory Career Education concepts or may specifically designed to deal with one aspect of the Ohio Career Development Program. Tuition costs, transportation costs, and field experiences may be born by local Career Education pilot sites when this type of program is initiated and maintained.

For more information:

Nicholas Topougis, Director, Career Education Program, Akron City Schools, Akron, Ohio, or -

Dr. Jack Cochran, Associate Professor of Education, University of Akron, Akron, Ohio

CAREER MOTIVATION SIMULATION WORKSHOP

COMPONENT: Career Motivation

DEVELOPMENTAL AREA: All areas

LEVEL: Simulated

CLIENT: Educational Staff

DESCRIPTION:

This workshop is designed to provide teachers with specific skills used in developing simulation activities in Career Education. A number of simulation models are provided which teachers may apply to their specific classroom situation. The workshop consists of teachers working with a consultant for three successive days developing and relating simulation models to their specific classroom programs. After a trial period of experiences in the classroom, the inservice participants return for a session of sharing successful applications of the developed models. The models are then written up, packaged, and distributed to other teachers who are interested in their implementation.

For more information:

DeRay Gorham, Director of Career Education, Lorain City Schools, Lorain, Ohio or -

Dr. Gary Kane, Elementary Guidance Counselor Specialist, Lorain City Schools, Lorain, Ohio

CAREER MOTIVATION: THE DEVELOPMENT OF SELF

COMPONENT: Career Motivation DEVELOPMENTAL AREA: Self

LEVEL: Simulated and Vicarious CLIENT: Educational Staff

DESCRIPTION:

This inservice activity enables elementary school teachers to develop specific classroom activities at grade levels K-6 which relate to the developmental area of self. The teachers design the activities in accordance with a uniform lesson plan guide as provided in the Ohio Career Motivation Curriculum Guide. Upon acquiring the skill necessary to organize lesson plans in such a manner, a series of lesson plans are developed and exchanged among the participants under the direction of the Career Education Director. These plans collectively can be included in a local career motivation guide.

For more information:

Donald Burch, Director of Career Education Program,
East Muskingum School District, New Concord, Ohio

TEACHER AWARENESS - CAREER MOTIVATION

COMPONENT: Career Motivation DEVELOPMENTAL AREA: Self

LEVEL: Simulated CLIENT: Educational Staff

DESCRIPTION:

This inservice program is designed to acquaint Career Motivation teachers with fundamental concepts common to that level of the Ohio Career Developmental Program. The program establishes fundamental definitions of the three domains of Career Education and the seven developmental areas through a series of simulated activities conducted in small groups. Generally the activity can be conducted during one day, and can include all teachers at the Career Motivation level organized in groups as designated by the inservice assessment instrument.

For more information:

Robert Menarchek, Director of Career Education Program,
Canton City Schools, Canton, Ohio, or -

Michael Zockle, Director of Career Education Program,
Warren City Schools, Warren, Ohio

FIELD TRIAL - COMMUNITY RESOURCE UTILIZATION IN CAREER DEVELOPMENT

COMPONENT:	Career Motivation, Orientation and Exploration	DEVELOPMENTAL AREAS:	Career Decision Making Individual and Environment World of Work
LEVEL:	Simulated	CLIENT:	Educational Staff and Community Personnel

DESCRIPTION:

This inservice program helps school staff members involved in Career Education at all grade levels make more effective and more extensive use of community resources. The program is designed for particular application to local administrators, inservice coordinators and veteran career educators. The program utilizes a packet of community resources which are integral to career education for students and rationals for utilization of specific community resources. The program creates an awareness among the participants of the varied types of resources available in a community and explains a means by which contact may be made with them. The program consists of four principle sections; an overview of community resource applications to career education and supportive resource documents.

For more information:

Robert Menarchek, Director of Career Education Program, Canton City Schools, Canton, Ohio, or -

Robert Norton, Technical and Vocational Research Center, Ohio State University, Columbus, Ohio

CAREER DEVELOPMENT IN MATHEMATICS: THE METRIC SYSTEM

COMPONENT:	Career Motivation	DEVELOPMENTAL AREA:	Education
LEVEL:	Real	CLIENT:	Educational Staff and Students

DESCRIPTION:

This outstanding program practice can be the topic of an inservice activity. Its principal objective is to acquaint teachers with applications of the metric system to the world of work within the fourth, fifth, and sixth grade mathematics programs. Consultants are utilized to conduct the one day inservice session in which specific methods of relating the metric system to the world of work are defined. Teachers working in small groups then devise the details of the application and organize specific lessons.

For more information:

Robert Menarchek, Director of Career Education Program, Canton City Schools, Canton, Ohio

CAREER EDUCATION AND TEACHER EFFECTIVENESS TRAINING

COMPONENT: Career Motivation, Orientation and Exploration

DEVELOPMENTAL AREAS: Self

LEVEL: Simulated

CLIENT: Educational Staff

DESCRIPTION:

This inservice program is conducted under the direction of the Effectiveness Training Associates and deals primarily with developing affective domain among educators involved in career education. The program is organized with a complete set of supportive materials and cost is determined by the number of participants. Educators who are deficient in understanding the affective domain and also the application of the developmental area of self will find teacher effectiveness training helpful.

For more information

Mary Anna Elam, Director of Career Education Program, Mad River Green Local School District, Springfield, Ohio, or -

Effectiveness Training Associates, Midwest Office, 2200 Victory Parkway, Suite 501, Cincinnati, Ohio 45206

EARLY EXPERIENCE AND TEACHER SEMINAR

COMPONENT: Career Motivation, Orientation and Exploration

DEVELOPMENTAL AREAS: Self and Decision Making

LEVEL: Real

CLIENT: Educational Staff

DESCRIPTION:

This inservice program operates in conjunction with local university freshmen and sophmores. These college students are encouraged to explore the teaching profession through hands on classrocm experiences directed by active teachers. The students plan and execute career development activities at all levels for four half days throughout a ten-week quarter. During the fifth day, they meet in seminar with a university instructor and review their experiences with participating teachers. A reaction period is provided at this time during which the planned activities are critiqued. Participating teachers as well as college students mutually interact and investigate their own career decision making process through this program. Graduate or continuing education credit is offered to participating teachers.

For more information:

Constance Carse, Director of Career Education Program, Mansfield City Schools, Mansfield, Ohio

81

WHAT IS SELF

COMPONENT: Career Motivation, Orientation and Exploration

DEVELOPMENTAL AREAS: Self

LEVEL: Real

CLIENT: Educational Staff

DESCRIPTION:

This inservice program enables teachers who lack a thorough understanding of the developmental area of self with real developmental experiences under the direction of a consultant. The program provides theoretical definitions and focuses on the individual participant's application of this developmental area to his own identity. Participants write exemplary activities in this developmental area after concluding the introductory phase of the program. These lessons are then implemented in their respective classroom programs.

For more information:

Don Burch, Director of Career Education Program, John Glenn High School, Route 1, New Concord, Ohio 43762, or -

Dr. James Doverspike, Professor of Education, University of Akron, Akron, Ohio

WHAT IS INDIVIDUAL AND HIS ENVIRONMENT

COMPONENT: Career Motivation, Orientation and Exploration

DEVELOPMENTAL AREAS: Individual and His Environment

LEVEL: Real

CLIENT: Educational Staff

DESCRIPTION:

This program utilized a consulting expert in the area of individual and the environment. The consultant provides a theoretical definition of the developmental area and guides teachers in preparing specific classroom activities for infusion of this developmental area into their respective classroom programs. The teachers implement the exemplary activities in their classes upon completion of the activity.

For more information:

Don Burch, Director of Career Education Program, John Glenn High School, Route 1, New Concord, Ohio 43762, or -

Dr. David Weiss, Professor of Education, University of Akron, Akron, Ohio

SIMULATED BUSINESS CORPORATION

COMPONENT: Career Motivation DEVELOPMENTAL AREA: The World of Work

LEVEL: Simulated CLIENT: Students

DESCRIPTION:

This outstanding program practice can be used as the topic of an inservice activity. The program consists of correlation of language arts, art, mathematics, economics, and music into a uniform simulation endeavor. Teachers are given information which will enable them to establish a quasi corporation within their classrooms through interdisciplinary cooperation. The inservice activity outlines activities which are relative to the initiation and perpetuation of a corporate structure which is product oriented. The activity is suggested primarily for intermediate elementary students and teachers.

For more information:

Joseph Malie, Director of Career Education Program, Youngstown City Schools, Youngstown, Ohio

PARENTS PARTNERSHIP PROGRAM

COMPONENT: Career Orientation DEVELOPMENTAL AREA: The World of Work

LEVEL: Real CLIENT: Students

DESCRIPTION:

This outstanding inservice practice outlines initiation and implementation for student visitations to their parents work cites. The one day inservice activities explains to junior high school teachers the means by which parents can act as sponsors for their children at their respective job cites. The program includes letters of inquiry, explanations of transportation, provisions and evaluation techniques. The program is suitable particularly for English and Social Studies teachers, and enables the student to gain insights concerning his parents' work.

For more information:

Louis S. Cicek, Director of Career Education Program, Willoughby-Eastlake Schools, 301 East 293rd Street, Willowick, Ohio, or -

George Spinner, Coordinator of Career Education Program, Willoughby-Eastlake Schools, 301 East 293rd Street, Willowick, Ohio 44094

SIMULATED MERCHANDISING PROGRAM FOR CAREER MOTIVATION TEACHERS

COMPONENT: Career Motivation DEVELOPMENTAL AREA: The World of Work

LEVEL: Simulation CLIENT: Students

DESCRIPTION:

This inservice program centers about the outstanding practice of simulated merchandising among upper elementary students. Teachers under the direction of a merchandising consultant are given information demonstrating initiation and implementation of a career education school store. Content areas such as mathematics, English, social studies, art and music are integrated into this career education effort.

For more information:

Louis S. Cicek, Director of Career Education Program, Willoughby-Eastlake Schools, 301 East 293rd Street, Willowick, Ohio 44094.

COMMUNITY RELATIONS PROGRAM

COMPONENT: Career Motivation, Orientation and Exploration DEVELOPMENTAL AREAS: The World of Work

LEVEL: Real CLIENT: Educational Staff

DESCRIPTION:

This inservice program utilizes consultants from leading local industry and provides teachers with a comprehensive understanding of industrial and business involvement in career education. The program provides overviews of potential business and industrial involvement and also enables teachers to design activities in their respective classes which will capitalize upon these available resources. The program generally can be conducted during one school day, and can accommodate large groups of educators.

For more information:

Jama Roman, Director of Career Education Program, Toledo, Ohio, or Norm Cartwright, Ohio Bell Telephone Company, Toledo, Ohio

PORTABLE CONFERENCE TELEPHONE TECHNIQUE

COMPONENT: Career Motivation, Orientation and Exploration

DEVELOPMENTAL AREA: The World of Work

LEVEL: Simulated

CLIENT: Student

DESCRIPTION:

This program provides teachers with a thorough explanation concerning the applications and use of the portable conference telephone. In cooperation with an Ohio Bell Telephone Representative, the Career Education portable conference technique is demonstrated and teachers are given time to design classroom activities related to its use. The inservice meeting is suggested for teachers in areas where the energy crisis situation does not permit field experiences.

For more information:

Louis S. Cicek, Director of Career Education Program, Willoughby-Eastlake City Schools, 301 East 293rd Street, Willowick, Ohio 44094, or -

Ken Kristolic, Ohio Bell Telephone Company, Cleveland, Ohio

RETIRED SENIOR VOLUNTEER PROGRAM

COMPONENT: Career Motivation, and Orientation

DEVELOPMENTAL AREA: World of Work
Man and His Environment

LEVEL: Real

CLIENTS: Students

DESCRIPTION:

The retired Senior Volunteer Program is a federally funded effort, under the direction of Action, Washington, D.C. Retired persons are utilized as social models and teacher aids in conjunction with Career Education efforts such as field trips, simulated activities, etc. The program provides funds for the transportation and out-of-pocket expenses for retired persons, and is suggested as a supplemental aid for career educators.

For more information:

Louis S. Cicek, Director of Career Education Program, Willoughby-Eastlake City Schools, 301 East 293rd Street, Willowick, Ohio 44094

Mildred Foley, Director of Retired Senior Volunteer Program, Willoughby-Eastlake City Schools, 301 East 293rd Street, Willowick, Ohio 44094

Jack Kenyon, ACTION, Washington, D.C.

DECISION MAKING IN AN EDUCATIONAL SETTING

COMPONENT: Career Motivation, Orientation and Exploration

DEVELOPMENTAL AREA: Decision Making Self

LEVEL: Simulated

CLIENT: Students

DESCRIPTION:

The inservice program was designed to explain the developmental area of decision making as it relates in importance to the educational setting. Teachers were presented various self-awareness programs designed for students, such as "Focus on Self Developmental" by S.R.A., Guidance Associates D.U.S.O. Kit, and films and filmstrips, as well as a Guide for Resource Speakers. Prototype activities were then designed by the participating teachers for the use of resources in promoting decision making skills as related to various levels.

CAREER EXPLORATION INTERN PROGRAM

COMPONENT: Career Exploration

DEVELOPMENTAL AREA: All 7

LEVEL: Real

CLIENT: Students

DESCRIPTION:

This program is designed to provide experience in the world of work, orientation to job opportunities available in our economy, and exploration of an occupation relative to the individual's abilities and needs. The coordinator must work closely with students individually and with community personnel. Content areas such as mathematics, English, social studies, and economics, are integrated into this program.

For more information:

Patrick Corbett, Director of Career Development Program, Kirtland School District, 9150 Chillicothe Road, Kirtland, Ohio 44094.

THINK TANK SEMINAR

COMPONENT: All

DEVELOPMENTAL AREA: Social Issues
World of Work
Economics

LEVEL: Vicarious

CLIENT: Educational Staff

DESCRIPTION:

Female's role in the working world.

Many facts and fallacies surround the women issues as related to women's place in the working world. Many stereotyped concepts inculcated at an early age often set up road blocks that prevent women to experience the opportunities that are their constitutional right. The public tends to want to protect the female through a common sense approach, not permitting the right to choose. This workshop tries to accommodate these shortcomings through a seminar permitting free thinking and understanding of the E.R.A. It also permits educators to understand new mandates that are required by the HEW.

Educators or lay persons usually accept problems and solutions from a quick look and then prescribe for quick solution. Often times when the social issues are examined more deeply and research recommendations are used, the seminar participant begin to see that problems and their solutions are not all black and white. Open exchange of new perspectives permits the educator to conceptualize the magnitude of the problems and their solutions. This workshop (Think Tank) permits to view those persons involved in the social issues as persons all having special needs and those needs must be dealt with through understanding enabling an individualized approach.

This seminar required the leadership of persons with deep introspective in soc al issues.

SIMULATIONS AND GAMES

COMPONENT: Career Exploration

DEVELOPMENTAL AREA: Career Education

LEVEL: All

CLIENT: All Levels Teachers

DESCRIPTION:

The participants of this ten session two hour per session workshop are introduced to an understanding of simulations and gaming techniques. They experience the playing games at all levels. An expert on simulations and games takes them through the components in the development of games. They jointly make up games that relate to the various Ohio Career Education developmental areas. These games are used at various classroom levels. Interaction of K-12 staff and playing each other games promotes increased understanding of Career Education continuum.

87

PART III

CAREER EDUCATION PROGRAM DEVELOPERS

OHIO CAREER EDUCATION PROGRAM DEVELOPERS

The following section of the Ohio Career Education Inservice Procedures Manual lists alphabetically all current Career Education Program Directors within the State of Ohio. Also listed are members of the Ohio Department of Education, Career Development Program, who are administrators of the state program. Members of Ohio colleges and universities who have been associated with specific aspects of Ohio Career Education Program have also been included in this section.

This section has been designed in order to provide Career Education Program planners with a resource which will enable them to secure consultation either directly or indirectly from those listed.

Since the cadre of Career Education in Ohio is growing very rapidly, it is impossible to list every individual who has a specific talent or expertise area in Career Education. However, those individuals who are listed here can provide the names of other educators who possess specific expertise and also can assist the inquirer with other resources.

This section will be revised annually and updated so that the information given will be current and accurate.

Each entry within this section is organized in the following manner:

Name of Consultant
Title
Employer
Employer's address
Business phone
Area of expertise

CAREER EDUCATION PROGRAM DEVELOPERS

Angus, Samuel F.
Associate Professor of Education
Miami University
409 McGuffey Hall
Oxford, Ohio 45056
529-7180
:Career Development Programs, Occupational

Balthaser, R.D.
Assistant Director, Research, Surveys, Evaluation, and Exemplary Programs
Vocational Division, State Department of Education
Room 613, 65 South Front Street
Columbus, Ohio 43215
(614) 466-2095
:Career Development Administration, Organization Philosophy, and Inservice Programming

Barnes, Imogene
Career Orientation Coordinator
Princeton Board of Education
25 West Sharon Road
771-8560

Bellin, Allan
Director
Career Development Program
Cleveland Hts. - University Hts. City Schools
2155 Miramar Boulevard
University Hts., Ohio 44118
(216) 383-9200 Ext. 217-218

Betres, James Dr.
Assistant Professor - Department of Elementary Education
Youngstown State University
School of Education
410 Wick Avenue
Youngstown, Ohio 44503
(216) 746-1851 Ext. 346, 347
:K-12 Social Science Education, Career Education, Inquiry Teaching

Black, Jim
Director, Career Development Program
Parma City School District
Pleasant Valley Junior High
9906 Pleasant Valley Road
Parma, Ohio 44130
842-8892
:History of Career Development, Career Orientation, Management of Program

Black, Mabell
Consultant, Family Life, Career Motivation
Ohio State Department of Education
65 South Front Street
Columbus, Ohio 43215
:All aspects of Career Motivation

Buffer, James J. Jr.
Professor of Education; Industrial Technology
The Ohio State University
190 West 19th Avenue
200 Welding Engineering Labs
(614) 422-7473
:Industrial Education, Special Education, Guidance, Career Education and Consumer Education

Burch, Don
Director, Career Education Program
East Muskingum Schools
John Glenn High School
Rt. #1
New Concord, Ohio 43762
826-7636
:Program Development

Carse, Constance K.
Director, Career Education Program
Mansfield City Schools
270 West Sixth Street
Mansfield, Ohio 44902
(419) 522-0611
:Developing and Writing Instructional Materials

Carter, James
Career Education Specialist
Orrville City Schools
Orrville High School
841 N. Ella Street
Orrville, Ohio 44667
(216) 682-4661
:Guidance Counselor

Caster, Richard
Director
Career Development Program
Canton City Schools
Cedar School
2823 9th Street, SW
Canton, Ohio 44710
(216) 455-8992 Ext. 379

Cicek, Louis S.
Director, Career Education Program
Willoughby-Eastlake City Schools
301 East 293rd Street
Willowick, Ohio 44094
(216) 946-5000 Ext. 270
:Inservice Procedures
Manual and Initiating
Ohio Career Education

Cochran, Jack Dr.
Professor Guidance and Counseling
Akron University
853 N. Medina Line Road
Akron, Ohio 44313
666-4577
:Third Party Evaluation
Keynote Speaker -
"Decision Making"

Corbett, Patrick
Director, Career Education Program
Kirtland City Schools
9150 Chillicothe Road
Kirtland, Ohio 44094
256-3366
:Program Development
Career Education

Cooper, Delores J.
Career Education Coordinator
Cleveland Board of Education
(Empire Junior High)
27621 Chagrin #317
Woodmere Village, Ohio 44122
831-2370
:Career Development
Promise Practices

Daigle, Ronald
Director, Cleveland Center for Economic Education
Joint Council for Economic Education
John Carroll University
University Heights, Ohio 44118
(216) 491-4911
:Career Education Economics

Degenhart, George
Director, Career Education Program
Springfield City Schools
49 East College Avenue
(513) 324-4109

DiGiulio, Robert Dr.
Youngstown State University
Youngstown, Ohio
(216) 746-1851
:Director of Guidance and Counseling

Doerr, Warren
Director, Career Development Program
South-Western City Schools
465 Kingston Avenue
Grove City, Ohio 43123
(614) 875-2318

Doverspike, James Dr.
Professor of Guidance and Counseling
Akron University
887 Walter Court
Tallmadge, Ohio 44278
:Keynote speaker - "Self"

Drier, Harry N. Jr.
Research and Development Specialist
The Ohio State University
1900 Kenny Road
486-3655
:Career Education, Guidance,
Placement, Staff Development

Durgin, Rod
Career Development Specialist
Ohio Department of Education
Division of Guidance and Testing
751 Northwest Blvd.
Columbus, Ohio 43212
(614) 469-4868
:Career Development, Career
Education, Career Guidance

Elam, Mary Anna
Director, Career Education Project
Mad-River-Green Local Schools
3920 Fairfield Pike
Springfield, Ohio 45502
(513) 325-7743

Ferreira, Charles W.
Research Assistant in charge
of materials development and
education
Career Exploration for Children
Project Title III
107 Technology Building
Bowling Green State University
372-2436
:Career Development Theory -
Instr. Materials Development
and Evaluation

Ford, Jack
Director, Ohio Career Development
Program
65 South Front Street
Columbus, Ohio
(614) 466-5718

Frasier, James
Coordinator, Career Exploration
Dayton Board of Education
6690 Garber Road
Dayton, Ohio 45415
294-8047
:Career Exploration -
Distributive Education

Frye, Bill Dr.
Instructor, Akron University
Akron University
4175 Darrow Road Apt. #9
Stow, Ohio 44224
:World of Work and
Education and Training

Fry, Phyllis
Career Education Specialist
Orrville City Schools
Orrville High School
841 North Ella Street
Orrville, Ohio 44667
(216) 682-4661
:Guidance Counselor

Gilbert, James W.
Director, Career Development Program
Carlisle Local Schools
724 Fairview Drive
Carlisle, Ohio 45005
(513) 746-7610

Gorham, DeRoy
Director of the Career Education Program
Lorain Board of Education
4315 Palm Avenue
Lorain, Ohio 44052
277-1797
:Program Development and
Curriculum -- K-10

Graham, Marty
Department Chairman: Home Economics
Parma City School District
Pleasant Valley Junior High
9906 Pleasant Valley Road
Parma, Ohio 44130
842-8892
:Home Economics

Jones, Oliver
Project Director - Career Education
Cleveland Board of Education
1380 East 6th Street
Cleveland, Ohio
696-2929 Ext. 450
:Program and Staff Development

Kallner, Brenda
Director, Career Development Program
Minford Local Schools
Minford, Ohio 45653
(614) 820-2181

Karns, Edward A.
Director of Elementary Education
Parma City Schools
6726 Ridge Road
Parma, Ohio
(216) 842-5300
:Career Motivation-Self Concept
Development

Lambert, Charles
Director, Career Development Program
Princeton City Schools
25 West Sharon Avenue
Cincinnati, Ohio 45246
(513) 771-8560

Malie, Joe
Director or team leader for
Career Education
Youngstown City Schools
1025 West Rayen Avenue
Youngstown, Ohio 44502
744-5602
:Community Relations K-10

Melragon, Betty Duba
Coordinator, Columbus City Schools
Freshman Early Experience Program
Columbus City Schools
The Ohio State University
021 Ramseyer Hall
Ohio State University
Columbus, Ohio 43210
422-7874
:Career Education in
Teacher Education

Mengel, Stanley
President
Ohio Council on Economic Education
Ohio University
Athens, Ohio 45701
(614) 594-7000
:Inservice Program Development for the Economics Component
:Resources and Materials in the area of Economics

Miller, Donald C.
Director, Career Development
Program
South Western City School District
465 Kingston Avenue
Grove City, Ohio 43123
(614) 875-2318
:K-10 Curriculum Model,
Counselor's roles,
GATB and OVIS, Worker
Trait Groups and Cluster

Miller, Elmer
Elementary Career Director -
Coordinator
Princeton Board of Education
25 W. Sharon Avenue
771-8560
:Administration

Moran, Linda
Director, Career Education
Clear Fork Valley Local Schools
195 School Street
Bellville, Ohio
(419) 886-3244
:Methods of teaching

Muessig, Raymond Dr.
Professor of Humanities
Ohio State University
Humanities Department, Ohio State
University
Columbus, Ohio
:Need for Career Education

Nemec, William E.
Coordinator, Career Development Service
University of Akron
Akron, Ohio
(216) 375-7111

Newenhisen, William
Director, Career Development Program
Stow City Schools
3732 Darrow Road
Stow, Ohio 44224
(216) 688-8266

Norton, Robert E., Ph.D.
Research and Development Specialist
The Ohio State University
199 Kenny Road
486-3655
:Career Education, Staff Development,
Evaluation

Odgers, John
Vice President
Pardner Systems
1150 Morse Road, Columbus, Ohio
(614) 885-5019
:Guidance, Counseling,
Placement, OVIS Career Exploration

Quaranta, Joseph Dr.
Education Professor
Ohio State University
Room 253 Arps Hall
Columbus, Ohio 43210
422-6554
:Preservice Education and
Career Education; Guidance and
Counseling

Rammes, Robert
Project Director
Dayton Board of Education
2385 S. Linda Drive
Bellbrook, Ohio
(513) 848-2603
:Administrative - Guidance practices - Curriculum Development- Motivation

Roman, Jama
Director, Career Education Program
Toledo City Schools
Manhatten and Elm Streets
Toledo, Ohio 43608
(419) 726-0067

Saltzman, Glenn Dr.
Department Chairman
Counseling and Personnel Services
Kent State University
311 Education Building
Kent State
Kent, Ohio 44242
(216) 672-2662
:Guidance and Counseling Career Guidance

Sears, Susan Dr.
Coordinator, Career Development Program
Ohio Department of Education
65 South Broad Street
Columbus, Ohio
(614) 466-5718
:Program Development Administration

Senesch, Lawrence Dr.
Professor of Economics
University of Colorado
970 Aurora Bldg. #1
Bolder, Colorado
:Workshop on intergration of economics and world of work into social studies curriculum

Shauck, Ralph
Coordinator, Instructional Services
Cincinnati City Schools
230 East 9th Street
Cincinnati, Ohio 45202
(513) 369-4806

Shoemaker, Byrl Dr.
Director of Vocational Technical Education
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215
:Career Education

Taylor, Robert
Director of Career Education
Geneva Area City Schools
135 S. Eagle
Geneva, Ohio
466-4851
:Administrative organization and development of Career Education Program

Thomas, Robert
Director, Career Development Program
Boardman Local High School
7410 Market Street
Youngstown, Ohio 44512
(216) 758-2811

Thomas, Richard
Career Education Director
Orrville City Schools
815 North Elle Street
Orrville, Ohio 44667
(216) 682-4816
:Administrative Assistant

Thorbahn, Richard
Director, Career Education Program
Benton-Carroll-Salem Local Schools
315 Church Street
Oak Harbor, Ohio 43449
(419) 898-2371
:Career Education K-10, Program Implementation K-10

Topougis, Nicholas J.
Director, Career Education Program
Akron Public Schools
65 Steiner Avenue
Akron, Ohio 44301
434-3404
:Program implementation; K-12 Curriculum, K-12 Development, K-12 Guidance Involvement, 11-12 Pre Post Secondary Career Exploration

Wade, Howard
Career Education Coordinator
Supervisor
Orrville City Schools
815 North Ella Street
Orrville, Ohio 44667
(216) 683-4516
:Audio-Visual Director

Weals, Robert
Director, Career Education
Program
Columbus City Schools
270 East State Street
Columbus, Ohio 43215
(614) 228-8046

Webb, Tom
Director, Career Development
Program
Scioto-Darby City Schools
198 Scioto-Darby Road
Hilliard, Ohio 43026
(614) 876-1286

Weiss, David Dr.
Professor of Guidance and
Counseling
Akron University
389 Greenwood Avenue
Akron, Ohio 44320
375-7699
:Keynote speaker -
Individual and His
Environment"

Wigtil, James V. Dr.
Associate Professor in
Education and Chairman of
Fac. of Special Services
College of Education
Ohio State University
1945 North High Street
Columbus, Ohio 43210
(614) 422-6554
:Career Development,
human relations, team
approaches helping,
relationships, staff
development

Woolery, Eugene
Director, Career Education Program
Dayton City Schools
348 West First Street
Dayton, Ohio 45042
(513) 461-3850

Wysong, Eugene H.
Professor of Education
Department of Guidance and
Counselor Education
University of Toledo
Toledo, Ohio 43606
(419) 531-5711
:Guidance and Counseling,
program planning and evaluation,
vocational guidance, educational
testing, inservice education,
career education

Yelic, Sam
Curriculum and Community Relations
Medina City Schools
P.O. Box 408
Medina, Ohio 44256
(216) 725-8831

Zockle, Michael A.
Coordinator, World of Work,
Career Education
Warren City Schools
261 Monroe Street, NW
Warren, Ohio 44482
(216) 841-2260
:Career Education-Elementary,
Teacher Inservice K-10,
Special Education, Affective
Career Education, Females Role,
A vehicle to promote Career
Education (contact for local
resource persons)

PART IV

THE CAREER EDUCATION INSERVICE SITE DIRECTORY

POTENTIAL CAREER EDUCATION INSERVICE SITES

Throughout the years, certain locations have become popular for the staging of various inservice activities. This narrative represents a compendium of potential sites which have served as successful backgrounds for productive inservice programs. It must be understood beforehand, however, that such a list cannot possibly be conclusive. Innovative teacher groups constantly utilize novel settings for their experimental activities. What follows then, is the categorization of the mamor traditional and experimental inservice sites with comments concerning the advantages and disadvantages encountered in each category. The second part of the narrative will deal with the numerous physical attributes to be considered in the selection of an appropriate inservice site.

The School Site

The first major site category consists of the typical scholastic facilities found at elementary, high-school, and university levels. These include classrooms, auditoriums, lecture rooms, cafeterias, gymnasiums, faculty, departmental, and student lounges, libraries, little theatres, and coffee houses.

Certain advantages concomitant with scholastic facilities have been influential in making schools the most traditional sites. Primary among these advantages are the adaptability and flexibility resulting from the wide variety of room sizes. Large and small groups can easily be accommodated through the selection of a room with ample space and desired characteristics. Secondly, the choice of the school eliminates the many traveling and lodging expenses otherwise incurred by teachers. Usually school sites are readily available at minimum cost to the program planner. Finally, in contrast to other sites, the school is convenient in that inservice participants have ready access to resource materials, audio-visual equipment, projection facilities, etc.

Conversely, the major handicap of the school is its rigid atmosphere. Many teachers find school environs too psychologically confining for inservice activities, thus inhibiting effective and meaningful teacher interaction.

Commercial Sites

In order to circumvent the pitfall of the school atmosphere, program planners may choose their activity site from the second general grouping. This category includes all commercial sites and facilities designed for use by the general public. Among these potential sites are the banquet and meeting rooms found at hotels, motels, public halls, lodges, and auditoriums. Community rooms, recreational areas in apartment and condominium complexes, concert halls, theatres, restaurants, and service organization (rotary club, etc.) facilities may also be used as conferences or activity sites. Finally, planners in search of extremely informal atmospheres may be interested in public park systems, campsites, and outdoor concert areas.

The sites mentioned present an extensive range of flexible facilities, many of which are equipped with sophisticated audio-visual systems. However, the major advantage of a commercial site is that structured program activities may proceed informally in settings designed both for comfort and utility.

Of course, certain drawbacks associated with these sites are unavoidable. Unlike schools, most commercial sites make no provisions for useful reference materials. Some may not even be situated in the proximity of a resource center. The second major drawback concerns financial arrangements. Almost all of the locations cited require the payment of rental or other fees normally avoided by using the school premises.

Lastly, work atmospheres in extremely liberal settings may become too lax, thereby resulting in the breakdown of program organization and effectiveness.

Other Sites

The final category includes private settings and activity-oriented sites.

Private sites are ideal for small-scale group activities. They include private clubs, church-affiliated facilities, and teachers' homes. Generally speaking, these facilities are available to groups at little or no expense. Also, because they are more intimate, private settings facilitate more intensive group participation and response.

The most obvious difficulty with any private site is the absence of resource materials and other supplementary aids.

An activity-oriented site is any setting whose nature and attributes directly correspond to subject areas pursued and investigated in group activities. For example, groups working with industrial and business subjects may wish to stage their activities in a corporate board room, at factory sites, at industrial plants, etc. The diversity of workshops and other inservice practices necessitates the use of a multitude of subject-related sites. Suggested settings include advertising agencies, hospitals, city hall facilities, court rooms, city council chambers, industrial laboratories, and museums. There are, of course, as many possible settings as there are types of activities.

Other Sites (continued)

The major advantage arising from contact with an activity oriented site is the experience of an authentic, subject-related atmosphere which may provide valuable insights into the interdependent relationship existing between classroom materials and situations encountered in the World of Work.

Although the majority of the organizations mentioned do not solicit payment for the use of their facilities, they must observe their own work priorities. The major disadvantage becomes one of convenience unless specific, acceptable terms between the school and the organization can be arranged and announced well in advance of scheduled activity dates.

Guidelines for Site Selection

While engaged in the process of sifting through potential sites, planners should be aware of important criteria pertaining to the actual physical setting. Obviously, sites in certain categories are not designed to meet or fulfill every ideal standard. The intention here is to merely show the broad range of physical attributes meriting consideration by group planners.

Certain of these criteria concern qualities related to the physical comfort of specific activity rooms. The room selected should be of sufficient size to accommodate all participants. If a large room is used, smaller, adjacent conference areas for discussion and refreshment should be available.

Stuffy, uncomfortable atmospheres may be avoided by using well-spaced seating arrangements. Adequate ventilation and air-conditioning systems can also do much to relieve crowded or oppressive conditions.

Specific attention should be given to the acoustical quality of the room. Faulty acoustics which cause communication problems may be remedied by the introduction of compensatory sound systems.

Also, special requirements such as facilities for handicapped participants, audio-visual equipment, and demonstration areas should not be overlooked.

The second important criterion area pertains to the location of the potential setting. Various integral factors must be taken into account when inservice planners endeavor to select a non-scholastic site. If a distant site is chosen, provisions should be made for additional traveling and lodging expenses.

The surrounding environment represents another important facet of location. Harsh, unfamiliar urban settings may isolate and estrange group members. Prolonged contact with a single room eventually becomes tedious and can only result in a decrease of teacher efficiency. On the other hand, suburban and semi-rural settings are usually more productive since participants can temporarily escape the confines of the meeting room by experiencing the pleasant surroundings during program intermissions.

Guidelines for Site Selection (continued)

Lastly, allowances should be made for the different customs and traditions indigenous to locations. In some areas, teacher inservice activities are traditionally held at definite, specified locations. Too often, unnecessary complications result from infringing upon these local customs. Therefore, careful consideration should be given to the types of facilities available and the attitudes encountered in the former employment of similar sites found in the same general area. If one area is too restrictive, planners may look for sites in another locale known to have less stringent viewpoints and controls.

The program planner must choose the inservice site often on the basis of time factors and the proximity of his participants. For instance, if a review of the inservice assessment instrument reveals that most of the educators in the school district prefer after school sessions, the school itself presents perhaps the most accommodating meeting place. Participants will not have to travel to another location for a short session.

Another aspect of selecting the inservice setting is dependent upon the needs of the consultant. The program planner should contact the intended consultant well in advance of the intended inservice activity and discuss the options which are at hand in terms of setting. Some consultants have very specific needs in terms of setting. Audiovisual materials, movable seating arrangements, potential for showing motion pictures, etc. may very well bear influence on the setting which is selected.

In summary, the key concept relevant to all of the aforementioned attributes is flexibility. Groups and the sites they select should be flexible enough so that necessary last-minute changes or the required addition of special facilities will not plunge program formats into a state of utter confusion. Each of these possible physical contingencies should be reviewed and evaluated as either relevant or irrelevant to the proposed program outline. If each is given thoughtful consideration, priorities may be established before the iniation of the program itself. Wise and cautious planners will always provide for a certain amount of leeway in order to avoid the pitfalls accruing from inadequate facilities; pitfalls which may undermine the effectiveness and overall success of any inservice activity.